A SPELLING REVIEW

LESTER

"Class-made Classbooks"

"Buell"

CLASS-MADE CLASSBOOKS
BY THE SAME AUTHOR

Gateway to an English Vocabulary

Teacher's Guide and Key to the *Gateway*

A Composition Review (ready Autumn 1928)

A Spelling Review

For Preparatory Schools and High Schools

Based on a study of the 780 words most frequently misspelled in College Entrance Examinations in English.

Seventh Edition entirely revised and corrected

By

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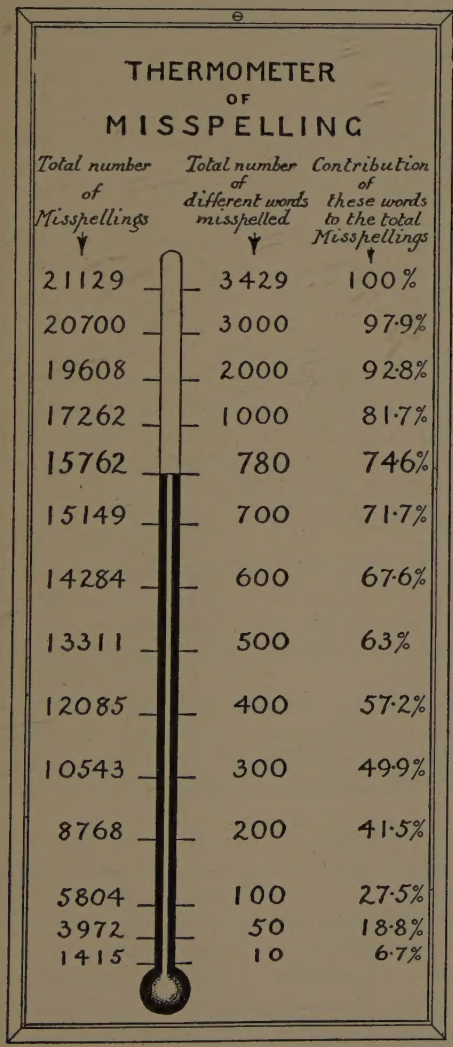

READ THE THERMOMETER THUS

50 different words were misspelled 3972 times, being thus responsible for 18·8% of the total misspellings 780 different words were misspelled 15762 times, thus being responsible for 74·6% of the total misspellings.

BASIS OF THE CALCULATION

The composition work written for the College Board Entrance Examinations in English extending over a period of 12 years.

PREFACE

In preparing this sixth and final edition of A Spelling Review, the author wishes to thank the many teachers whose valued suggestions have pointed the way to certain improvements. The changes which have been made, however, are in form rather than in content or method. The material is practically the same in extent, there being 780 words instead of 775; the lesson units have been slightly decreased in bulk and hence are more numerous; a dictation exercise with maximum content value or other exercise has been devised to accompany every lesson, thus providing for a more varied teaching method; 25 supplementary dictation exercises for optional use have been provided toward the end of the book; completion tests have been constructed to measure mastery of various divisions of the spelling field; these tests have been standardized; and finally a brief Teacher's Manual has been written containing suggestions to the teacher and a key to the tests.

But in its essentials and its principles this little book is unchanged. Its characteristic features are the following:

1. The words presented are those which are actually misspelled most frequently by students graduating from High Schools and Preparatory Schools as determined by careful and exhaustive records. The 780 words represent almost 75 per cent of the 21,129 misspellings occurring in the written work of 3679 candidates for the College Board Entrance Examinations in English during the twelve years 1913-1924.

2. These misspellings have been studied and compared with the object of determining the prevalent misspelling in the case of every word. The results of this examination, which are indicated in Part II of this book, enable the teacher to anticipate the difficulty by emphasizing the correct form of the crucial part of the word.

3. Only such principles and rules of spelling have been emphasized as apply to the body of misspellings which actually occur. The comparative degree of their application is indicated. Words whose misspelling is traceable to a predominating error are arranged in lessons designed to remove the cause of that error.

4. In Part II the law of association is constantly invoked by the use of mnemonics in the form of such rhymes, jingles and flippant phrases as have been found useful in practice.

5. To teach spelling is to teach *persons*, not *classes*. By means of the ruled columns reserved for records of individual misspellings in Part II, class instruction may become thoroughly individual if some such method is followed as that recommended in the *Suggestions to the Teacher*.

The book is thus empirical throughout, being based first on the actual misspelled vocabulary, and second on means of remedy found effective in practice. It is the hope of the author that it may be found useful in bringing the vexed problem of the efficient and economical teaching of spelling somewhat nearer to solution.

John A. Lester.

SUGGESTIONS TO THE TEACHER

The aim is first to discover the spelling needs of the particular group; for efficient teaching is impossible without a knowledge of how much is already known. Test No. 15 will give a preliminary measurement. In cases of what is called "incorrigible" misspelling, determine first whether the vision and eye movement of the student is normal; second, by means of a standard reading test whether his reading ability is normal; and third, his facility in reading aloud. From these three tests the teacher will obtain data for a promising preliminary attack.

Part I should normally be covered first, each lesson being explained, and the words pronounced to the class before it is studied. In Part II each student should check in the first column to the left every word he misspells, and the teacher should record in the same manner every misspelling which occurs in the class. When the entire list of 780 words has been covered, he should post the complete record, with a number in the first column to indicate how many times a particular word has been misspelled. Only such words as have been misspelled are studied in review. The record of this review is kept in the second vacant column. The process is then repeated for the third and fourth time, and the records kept in the remaining columns. Each book presents at the end of the final review a useful record of the spelling difficulties of its owner. The record may be made still more complete if the student will form the habit of writing the words he misspells in his composition work on the blank pages at the end of this text.

Experience shows that with teacher and student coöperating in some such method as that outlined, approximately a fifty per cent reduction in the words misspelled can be effected in each review without a great expenditure of class time. If the group has been led to approach the study with a genuine sense of individual responsibility, it is best to have the daily written spelling papers interchanged and corrected by the students, thus still further exercising their power to observe the proper form of words.

IMPORTANT SUGGESTIONS TO THE STUDENT

READ CAREFULLY

The boy or girl who says, "I never can learn to spell," should read the thermometer at the beginning of this book. Three hundred words are responsible for nearly half your trouble; 780 words are responsible for three quarters of it. Every normal student with well coördinated sight and hearing can master these words *if he is determined to do it.* To make up your mind is the first thing.

But don't accept this statement just because it is made; PROVE IT. If you think you have made little progress in spelling hitherto, here is a plan which may help you. Before beginning the study of this book, write Test Number 15 after the sentences have been read aloud to you. Since you will use this test again, make no mark whatever in the test, but record your score below the test and also in the graph on page 107 by means of a dot and a date. *Forget about this test* until the first study of the book has been finished; then write it again and record the result as before. The difference between the two scores is the measure of your improvement in the time spent. Of course you will not revert to the test during the period of study, because you are measuring yourself against yourself and that would be fooling only yourself.

As to what you are going to study, Part II of this book tells you the 780 words which cause the trouble in order of their ability to cause it. It gives them in order, the worst being number 1 and the least harmful number 780. How can you learn them?

1. When you come to Part II find out the words which you yourself misspell. They are not so many as you think. Check in the first vacant column to the left every one you miss.

2. Many of your misspellings are the result of not knowing principles or of not attending to them. The review and mastery of certain principles, therefore, is the first task. If you *learn and apply* the principles set forth in the lessons of Part I you will get rid of more than 60 per cent of your misspellings.

3. Write on the vacant pages at the back of this book your own private list of misspellings which occur in your written compositions.

4. To make this written list as small as possible, scrupulously revise all the written work you do to discover errors of carelessness. *Carelessness is the chief cause of misspelling.* Notice on page 43 the two words most frequently misspelled by graduates of High Schools and Preparatory Schools. You will say, "I know how to spell both of them," but you will probably misspell them none the less. One out of every seven boys and girls of eighteen misspelled either one or both of these little words in the course of compositions containing less than 560 words.

5. If you are a poor speller, five minutes of concentrated effort on a lesson of 20 words will bring good results. See the chart on page 82. The fourfold

EXERCISE

In the foreground toward the right of the thoroughfare, the afternoon sun reveals the outline of a peaceful farmhouse beneath overhanging trees. Long ago our forefathers lived here, childlike and upright all their lives, and faithful to each other whenever misfortunes overtook them. We can well understand why their restless descendants gather about the old mansion for their reunion today.

LESSON 2

(COMPOUNDS continued)

2. **As a rule, write solid two nouns used together to form a third unless the first noun is used merely as an adjective to modify the second.** When a noun is in the adjective relation, it does not usually bear the accent and should be written separate. E.g. icéberg, but ice creaṁ; claśsmate, but class préśident.

backbone	fireplace	sandstone
background	football	schoolboy
barnyard	footprint	schoolroom
baseball	hilltop	seaport
battleship	horseback	seashore
beefsteak	horseman	shipwreck
boardwalk	iceberg	shipyard
bodyguard	midnight	skylight
bookkeeper	moonlight	standpoint
classmate	necklace	sunrise
clergyman	newspaper	sunset
copyright	playmate	teammate
courtyard	railroad	toothache
cowboy	rainbow	viewpoint
driveway	roommate	waistcoat
eyesight	safeguard	washerwoman
fatherland	sandpaper	workshop

3. **Write solid** *any, every, no, some,* **when they are combined with** *-body, -thing, -where.* (But with *one,* to avoid putting two vowels together, write separate.)

	anybody	nobody
	anything	nothing
	anywhere	nowhere
	everybody	somebody
	everything	something
	everywhere	somewhere
But	no one	some one
Notice also	elsewhere	sometimes
	somehow	somewhat

EXERCISE

The chieftain and Lord Ullin's daughter were on the seashore pleading with the boatman to row them over the ferry. They looked back, and there on the hilltop was Lord Ullin and his bodyguard of horsemen, who had followed the footprints of the fugitives. Shipwreck was before them, bloodshed behind, but the boatman risked everything to safeguard the lady, and launched his ferryboat. Campbell described the overwhelming of the rowboat from the standpoint of those on shore.

LESSON 3

(COMPOUNDS continued)

4. **Write solid the compound personal pronouns; i.e. the personal pronouns when combined with -self, -selves.**

herself	oneself
himself	ourselves
itself	themselves
myself	yourselves

5. **Write solid derivatives prepositions; i.e. prepositions formed by putting other words together.**

alongside	unto
into	upon
notwithstanding	within
towards	without

6. **Write solid the following four points of the compass:**

northeast	southeast
northwest	southwest

also all their derivatives; e.g.

southwester	northeasterly

EXERCISE

Within an hour of midnight a powerful northeaster began to blow. The clergyman put on his overcoat, and notwithstanding the rolling of the ship, went outside. No one could fail to see that the captain was somewhat worried. There was something on his mind; his restless eyes peered into the darkness whenever a gleam of moonlight pierced it. The land itself was hidden; it lay somewhere to the southwest, and toward it we were being driven headlong by the gale.

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barnyard	footprint	schoolroom
baseball	hilltop	seaport
battleship	horseback	seashore
beefsteak	horseman	shipwreck
boardwalk	iceberg	shipyard
bodyguard	midnight	skylight
bookkeeper	moonlight	standpoint
classmate	necklace	sunrise
clergyman	newspaper	sunset
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LESSON 4

(COMPOUNDS continued; WRITING THE HYPHEN)

N.B. Ninety per cent of the cases where hyphens are improperly omitte come under the first and second of the following three heads.

1. **Write the hyphen with two or more words used together as a singl adjective preceding its noun.**

blood-red	gray-haired
clean-cut	hard-hearted
first-class	new-mown
gold-rimmed	old-fashioned
good-natured	up-to-date

But do not join an adverb in *-ly* with the word which it modifies: e.g. th the slowly rising sun.

2. **In names of numbers the hyphen represents an omitted *and*.**

forty-four	one hundred and twenty-one
seventy-five	three thousand one hundred and fifty-eight

3. **Write the hyphen with *self* as a prefix.**

self-defence	self-respect
self-evident	self-sacrifice

EXERCISE

In each of the following eleven expressions notice the meaning as it stand Then introduce a hyphen and say how the hyphen changes the meaning.

A superfluous hair remover; some little needed economies; the man branched trees; hard wood boards; forty foot derricks; some five barred gate ten parlor car trains; twenty four cylinder engines; a common school teache two foot rules; the home baked bread and the corn fed bacon.

In the following sentences combine words which should be written soli and insert hyphens where they are needed.

See the sign by the farm house: "Three hundred and fifty two year o Leghorns for sale." The shop keeper says he has cast off clothing at the ba of his store and invites inspection. After the deep rooted tree fell, it was c into twenty one foot lengths. When they shipped on the steel hulled, flat bo tomed, double decked steam ship, they found that the night was divided in two hour watches. He has just set up a single tube home made out fit. T boneless fish merchant.

LESSON 5

(COMPOUNDS continued; WRITING SEPARATE)

1. **In general write separate words which can be grammatically explained separately. Write separate unless two or more words are jointly applied in some arbitrary way.** Thus, when one noun is used simply as an adjective describing another noun, it is, of course, written separate from the noun it describes.

Examples:

a good time	human beings
school spirit	white pine

2. **In particular write separate the following:**

all right	in spite of
any one	near by
et cetera	no one
every one	per cent
inasmuch as	some one

EXERCISE

Rewrite the following sentences in accordance with the foregoing principles. When in doubt consult the dictionary, and notice what sign your dictionary uses for the hyphen.

1. Let's take some five mile walks over the snow sprinkled grass. The good will of the shop early for Christmas spirit possesses every thing and every one. Happy private school girls crowd the ten parlor car trains. School books and school houses are closed in anticipation of the good time.

2. Did you ever see a white throat, a rose breasted grosbeak, or a duck billed platypus in that white pine near by?

STANDARDIZED TEST NO. 1

Test No. 1 on page 96 will show how completely you have mastered the material so far presented. After reviewing the previous five lessons, write Test No. 1, following the directions carefully, and entering your score in the space provided below the test.

LESSON 6

CONFUSION OF SIMILAR WORDS

Thirteen per cent of the total misspellings are due to the confusion of words of similar sound or appearance.

Lessons 6, 7, 8, 9, 10, and 11 deal with words frequently confused. Write them as you study them, and in the case of the words which are not true homonyms, i. e., in which there is a difference of pronunciation, as, for instance, in the first two pairs below, pronounce each as you write it very distinctly, emphasizing the difference in pronunciation. You will find twenty-four pairs in these six lessons which show such a difference.

advice (n. good *advice*)
advise (v. *advise* me well)

affect (v. gas *affected* his lungs)
effect (n. and v. the effort produced its *effect*)

allowed (v. *allowed* me to go)
aloud (adv. please read *aloud*)

altar (n. for sacrifice)
alter (v. to change)

angle (of a triangle)
angel (from angelic regions)

berry (n. putting up *berries*)
bury (v. *bury* the dead)

berth (upper *berth*)
birth (*birth* of Christ)

boarder (room and *board*)
border (Mexican *border*)

brake (four-wheel *brakes*)
break (*break* the bank)

breath (n. *breath* of life)
breathe (v. *breathe* fresh air)

Britain (the country)
Briton (the inhabitant)

born (*born* in 1924)
borne (*borne* aloft by the wind)

Exercise

Great Britain abolished slavery in 1824. If a negro, though born a slave, could cross the border and breathe the air of Canada, that very act would break his bonds. Many a fugitive slave, having started northward, would bury himself in swamps by day, and, by the aid and advice of friends, would be allowed to effect his escape at night by means of the underground railroad.

LESSON 7

(CONFUSION OF SIMILAR WORDS, continued)

buy (*buy* a bond)
by (*by* land and sea)

capital (labor and *capital*)
capitol (at Washington)

cemetery (for the dead)
symmetry (beauty of form)

choose (I now *choose* you)
chose (last night I *chose* him)

climb (*climb* the hill)
clime (climate)

clothes (evening *clothes*)
cloths (spread the *cloth*)

coarse (adj. *coarse* sugar)
course (n. golf *course*)

complement (of an angle or of a verb)
compliment (to a lady)

complementary (infinitives)
complimentary (tickets)

counsel (v. and n. to advise, or the advice given)
council (n. Common *Council*)

dying (of wounds)
dyeing (Easter eggs)

earnest (in work and play)
Ernest (*Ernest* Brown)

EXERCISE

My classmate Ernest arrived at the capital of the state in his golfing clothes, prepared to go direct to the course. I gave him advice as to the best way to take, and counseled him to choose the road which climbs the hill, and turns at right angles with the cemetery. As he started for the course, I gave him his complimentary ticket.

LESSON 8

(CONFUSION OF SIMILAR WORDS, continued)

fare (is five cents)
fair (fat and forty)

formally (in a *formal* way)
formerly (at a *former* time)

forth (went *forth* to battle)
fourth (*fourth* class)

here (adv. *here* and there)
hear (v. *hear* with your ears)

hoard (n. and v. store)
horde (n. and v. crowd)

its (pro. it lifted *its* head)
it's (*it's* raining)

knew (v. *knew* the way)
new (Happy *New* Year)

later (*later* news)
latter (the former . . . the *latter*)

lead (n. *lead* pipe)
led (*led* the football team)

lessen (to grow less)
lesson (to be learned)

lightening (dawn was *lightening*)
lightning (n. flashes in the sky)

loath, loth (adj. he was *loath* to get up)
loathe (v. she *loathes* snakes)

EXERCISE

Men had long heard the thunder and seen the lightning in the cloud, but they were loath to handle these forces until Franklin taught them his lesson, and by means of his kite and key led forth the spark from the sky. Men learned to control what they formerly feared. Now we can hoard this power, and use it to help us to see, to hear, to work; and it will take us miles for a ten-cent fare.

LESSON 9

(CONFUSION OF SIMILAR WORDS, continued)

loose (adj. a *loose* tooth)
lose (v. *lose* one's way)

mean (he *means* well)
mien (n. majestic *mien*)

morn (the break of day)
mourn (for the dead)

moral (upright, *moral* conduct)
morale (schools are judged by spirit and *morale*)

muscle (biceps, a *muscle* in the arm)
mussel (*mussels* and clams)

off (one mile *off* shore)
of (a man *of* honor)

ought (*ought* to go)
aught (is there *aught* else?)

passed (past tense: he *passed* by)
past (*past* participle: the *past* month)

plain (*plain* language)
plane (*plane* geometry)

practice (n. and v. the *practice* of law)
practise (v. to *practise* medicine)

precede (May *precedes* June)
proceed (*proceed* with the work)

prescription (a doctor's formula)
proscription (the dooming of citizens to death: e.g. the *proscription* of Sulla)

EXERCISE

It was plain that the doctor knew what would best affect the boy's morale, and give strength and symmetry to his soft muscles. In accordance with his prescription, the lad, who was earnest and meant to do as he ought, every morning put on loose clothes, and running off about a mile past the school, proceeded to practise his exercises in the open air.

LESSON 10

(CONFUSION OF SIMILAR WORDS, continued)

principal (adj. *principal* town)
principle (n. good *principles*)

prophecy (n. the *prophecy* of Isaiah)
prophesy (v. Joseph *prophesied* famine)

quiet (as a mouse)
quite (*quite* dead)

road (the long, long *road*)
rode (he *rode* for his life)

sauce (for the goose)
source (of the Hudson)

scene (*scene* of action)
seen (I have *seen* Rome)

seems (it *seems* like home)
seams (of a garment)

shone (the sun *shone*)
shown (I have *shown* you)

site (n. *site* of the new High School)
cite (v. to *cite* Scripture)

stationary (adj. a *stationary* engine)
stationery (n. materials for letters)

stayed (he *stayed* at home)
staid (a *staid* elderly man)

straight (a *straight* line)
strait (*Straits* of Dover)

EXERCISE

According to the sailor's prophecy, what seemed like a spectral ship was seen to the southeast as they rode at anchor before entering the straits. She appeared quite suddenly about midnight, and though there was no wind, her full sails shone bright in the moonbeams. The principal sign of age was loose planks and gaping seams. She was stationary and stayed in full view for nineteen minutes.

LESSON 11

(CONFUSION OF SIMILAR WORDS, continued)

than (better *than* ever)
then (now and *then*)

their (pro. they won *their* game)
there (adv. over *there*)
they're (contraction; "*They're* off!")

threw (he *threw* the ball)
through (*through* the window)

till (they played *till* sunset)
until (*until* the day I die)

to (*to* the Golden Gate)
too (*too* much mustard)
two (*two* for five cents)

troop (*troop* of the guard)
troupe (*troupe* of acrobats)

ware (blue china*ware*)
wear (to *wear* well)

waist (a slender *waist*)
waste (*waste* not, want not)

weather (cold *weather*)
whether (*whether* or not)

where (*where* thou goest, I go)
were (you *were* there)

wholly (*wholly* to blame)
holy (the *Holy* Virgin)

witch (with her broomstick)
which (*which* is *which?*)

EXERCISE

The first principle of good warfare, and in his mind, of good morals, is to do one's duty. He therefore watched the two troops of horsemen pick their way through the waste upland until they reached the narrow pass. Then his escape was wholly cut off. There he was; March weather, night coming on, and nothing to wear for protection but his coarse overcoat too short to reach much below his waist.

STANDARDIZED TEST NO. 2

Test 2 on page 97 will show how completely you have mastered Lessons 6-11. After a review of these lessons, the teacher will read aloud the sentences of this test. Then write the test, following the directions carefully. Enter your score in the space provided below the test.

LESSON 12

MISPRONUNCIATION

More than 11 per cent of the total misspellings are due to mispronunciation. Write the words in Lessons 12, 13, 14, and 15 slowly, pronouncing each word aloud syllable by syllable as you write it. After you have written each word, underline the critical part of it. This is the part which is printed in darker type.

accept
accident**ally**
advis**able**
aeroplane
arctic
athlete (two syllables, *ath lete*)
athletic (three syllables, *ath let ic*)
author**ities**
boun**daries**
brilli**ant**
can**didate**
carbu**retor**
character
charity
chauffeur (accent on *feur*)
chocolate
compa**ratively**
con**junction**
defi**nitely**
disas**trous** (three syllables)
dissipation
dormitory
easily
element (pronounce L M N)

Exercise

No attempt had yet been made to cross the boundaries of the arctic regions in an aeroplane. Though some disliked the character of the undertaking, many athletic candidates came forward to accept positions under the brilliant explorer. The elements were at last comparatively favorable, and the authorities definitely decided that it was advisable to start.

LESSON 13

(MISPRONUNCIATION, continued)

entirely
equivalent
evidently (*dent ly* is two syllables)
except
exhilarate
February
finally
fundamental
generally
genitive
government
governor
grievous (*vous* is one syllable)
height (it rhymes with *bite*)
hypo**crisy**
incident
indefi**nitely**
indispen**sable**
ineligible
inevitable
infinitive
intelligible
interest (three syllables)
interested (four syllables)

EXERCISE

It is indispensable that people shall have faith in their government, and it is fundamental that our governors cannot count on that faith unless they keep themselves entirely clear from those who seek the heights of political power for their own private interests. Self-interest should make a man ineligible for public office. Generally it is a small group who thus conceal their ends in hypocrisy, and demand an equivalent for public service. But they are grievous enemies of the state.

LESSON 14

(MISPRONUNCIATION, continued)

laboratory
library
manufacture
maritime
mathematics
mattress
militarism
miniature
mischievous (three syllables only; pronounce *mís chi vus*)
monotonous
nervous
nominative
organization
original
paraphernalia
particularly
perform
perhaps
permanent
perseverance
perspiration
physically (four syllables)
positive
practical
practically (four syllables)
preparation

EXERCISE

The original Princeton was quite different from the one we know. It has taken long to build up the organization, to perfect the equipment of laboratories and libraries, to effect the construction of athletic fields, to provide paraphernalia for the training of students physically, and finally to establish professors' chairs. One hundred years ago we should have noticed particularly the lack of that practical equipment which modern manufacture has made common. Henry Clay was asked into the President's study and invited to sit down. He did so, but the chair collapsed beneath him. As the dignified statesman rose solemnly from the floor he said, "Mr. President, I hope that the other chairs of this institution are on a more permanent foundation."

LESSON 15

(MISPRONUNCIATION, continued)

prevalent
principally
probably
propaganda
quiet
realize
recognize
relative
remembrance
repetition
sacrifice
sacrilegious (sac ri lē jus)
sensitive
sentence
sentinel
significant
similar
sophomore
surprise
sympathy
temperament
tendency
than
tremendous (three syllables)
undoubtedly
vegetation

EXERCISE

A sort of historical propaganda has encouraged the tendency to regard as sacrilegious any honest tendency to recognize significant defects in the characters of our brilliant national figures. We are sensitive in a similar way to criticism of our relatives, whose temperaments are probably far from ideal. But in our remembrance of noble deeds and our sympathy with great sacrifices we need not be surprised to learn that men were no more perfect then than now.

LESSON 16

POSSESSIVES

More than 8 per cent of the total misspellings are due to mistakes in the form of possessives. Statistics show that most of these mistakes are due not to ignorance of grammar, but, like many other mistakes of spelling, to lack of care in writing the proper form of the word. Possessives occur constantly in the dictation exercises which follow. In this lesson the rules for possessives are reviewed.

Rules for Possessives

Possessive Singular

Write the noun, add an apostrophe and then an *s*.

the horse's head	James's yacht
a dog's bark	Dickens's novels

Possessive Plural

First write carefully the plural of the noun. If this plural ends in *s*, simply add an apostrophe.

the boys' camp	the foxes' tails
the ladies' club	the monkeys' antics
the bosses' convention	the Joneses' country house

If this plural does not end in *s*, add an apostrophe and then an *s*.

the men's room	the women's department
the children's hour	the oxen's labor
alumni's day	our brethren's sorrow

Exercise

Write the possessive case, first singular and then plural of the following. If you are in doubt about the form of a plural, consult the dictionary.

German	lady	deer
man	fox	ally
woman	ass	alumnus
child	fish	Burns
thrush	hero	baby
Jones	prince	monkey
Frenchman	mouse	calf
witch	Alice	Sykes
wife	princess	fairy
ox	goose	wolf

STANDARDIZED TEST NO. 3

Test No. 3 on page 97 will show how completely you have mastered the material in Lessons 12-16. After a review of those lessons, the teacher will read aloud Test No. 3. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 17

PREFIXES AND SUFFIXES

More than 6 per cent of the total misspellings are due to errors in the union of prefix or suffix with the stem.

General Principle: **The consonant of the prefix or suffix may be changed, but it does not disappear when added to the stem.** Notice that the consonant of the prefix is often attracted to the form of the consonant of the stem.

Latin Prefixes and Suffixes

ad-, to
ac curate
ac commodate
ad dress
ag gravate
am munition
ap parent
as sistant
at tractive

cum-, with
col lection
com mitted

dis-, not, apart
dis appear
dis appoint
dis satisfy
dis solve

in-, not, into
im mense
im migration
in nocent
ir resistible
ir rigation

inter-, between
inter rogative
inter rupt

re-, back, again
re commend
re fer

-ous, abounding in
barbarous
conscious
enormous
glorious
mischievous
unanimous
victorious

N. B.—**No adjective ends in -ius, or in a consonant+us.**

Exercise

At the time when Cooper's novels attracted attention in Europe, a Frenchman who was accurately translating one of them came to the words, "the horseman attached his steed to a locust." The tree being unknown in France, he innocently translated "locust" with the word "grasshopper." Somewhat dissatisfied, and apparently conscious that an explanation was necessary, he referred his readers to a footnote. Here he explained that in the barbarous country of America the climate is so glorious and the supply of food so immense, that locusts grow, it is believed, to an enormous size there. But they are of an innocent mind and rarely mischievous; so that they are fastened in front of hotels, where travelers, seeking accommodation, may hitch their horses. The book appeared with this explanation.

LESSON 18

(PREFIXES AND SUFFIXES, continued)

ENGLISH PREFIXES AND SUFFIXES

a-

Notice particularly the following words which prefix this single vowel *a* to the stem.

a bout
a cross
a gainst
a loud
a long
a round
a rouse
a side

-ness, quality of
drunken ness
hopeful ness
stubborn ness

-ment
achieve ment
amuse ment
apart ment
arrange ment
excite ment

-ful

N. B.—**No adjective ends in -full.**

beauti ful
care ful
mourn ful
success ful
use ful
wonder ful

-ly, like
complete ly
cool ly
definite ly
evident ly
natural ly
occasional ly
real ly
total ly

N. B.—**No adverb ends in -ley.**

EXERCISE

Beautifully through the twilight of morning came the notes of John Peel's hunting horn. Against the sky you saw occasionally figures of huntsmen wonderfully mounted, riding together across the fields to the meet. In an hour they were in full cry; the hounds clinging with stubbornness to the strong scent till they overran it and went too far at the crossroads. Carefully casting about until they recovered it, they were off again. They turned aside at the farmhouse, evidently bent on following along the near bank of the stream, and then forged ahead to the uplands.

LESSON 19

LATIN ROOTS

The usual misspelling of the following words would be avoided by a knowledge of the Latin origin. The list of words in Lessons 19 and 20 represents more than 6 per cent of the total misspellings.

annual: *annus*, a year.
apparent: *ad*+*parere*, to come forth.
ascend: *ad*+*scandere*, to climb.
association: *ad*+*sociare*, to join.
attempt: *ad*+*temptare*, to try.
beneficial: *bene*, well.
benefit: *bene*, well.
commission: *cum*, with,+*missum*, sent.
conscience: *cum*, with,+*scire*, know.
consider: *cum*, with,+*sidus, -eris*, a star.
corporal: *corporalis*, from *corpus*, body.
curriculum: *curriculum*, a course.
decide: *de*, off,+*caedere*, cut.
decision: *de cisio*, a cutting off.
deficient: *de ficien* (*t-*)*s*, lacking.
descend: *de*, down,+*scandere*, to climb.
describe: *de*, off,+*scribere*, write.
description: *de scriptio(n-)*, a copy.
despised: *de*, down,+*spicere*, look.
destroyed: *de*, down,+*struere*, build.
destruction: *de structio(n-)*, a pulling down.
dilapidated: *di*, apart,+*lapidare*, to throw stones.
discipline: *discipulus*, a disciple.
doctor: *doctor*, a teacher.

Exercises

When Johnson entered Oxford, he surprised the learned doctors and attracted the professors' interest with his immense store of information. But he gained little from the curriculum, and joined in several attempts to overthrow the discipline of the college. He was decidedly poor, and the association of bluebloods at Christ Church, deficient in the charity which considers that benefits should be shared, sneered at his dilapidated shoes. A more considerate person ascended the stairs to the poor scholar's room and placed a new pair outside the door, but Johnson's proud conscience compelled him to despise the gift.

LESSON 20

(LATIN ROOTS, continued)

enormous: *e,* out,+*norma,* rule.
erroneous: *error,* wandering.
etc: *et cetera,* and the rest.
exercise: *exercere,* to keep busy.
genius: *genius,* talent.
imagine: *imago,* image.
immense: *in,* not,+*mensus,* measured.
innocent: *in,* not,+*nocen(t-)s,* harming.
interrupt: *inter,* between,+*rumpere,* to break.
medicine: *medicina,* from *medicus,* a doctor.
minute: *minutus,* small.
occasion: *oc casio(n-),* a falling out.
operation: *opus, operis,* work.
opponent: *ob,* against,+*ponere,* place.
opposite: *op positus,* set over against.
prejudice: *prae,* before,+*judicium,* judgment.
preparation: *parare,* to make ready.
science: *scientia,* from *scire,* to know.
separate: *se,* apart,+*parare,* to arrange.
suppressed: *sub,* under,+*pressus,* pressed.
temporary: *tempus, temporis,* time.
unconscious: *con,* together,+*scire,* to know.
villain: *villa,* a farm.
volunteer: *voluntas,* choice.

EXERCISE

Prejudice has always exercised an enormous influence in interrupting and retarding the advance of science. Imagine medical operations before Doctor Harvey's discovery of the circulation of the blood. Yet it was long before his genius was recognized. His opponents thought his views were erroneous, and they took every occasion to urge that his books be suppressed; the church regarded him as a villain.

LESSON 21

ENCE, ENT

More than 4 per cent of the total misspellings are caused by uncertainty in these suffixes.

antecedent	existence
audience	experience
coherent	independent
competent	intelligent
confident	magnificent
dependent	obedient
different	prevalent
evident	prominent
excellent	superintendent

If you know any Latin, you can make it useful. In so far as the vowel of the suffix is concerned, all these words follow the Latin. If you know no Latin it would be well to form the habit of pronouncing with even excessive distinctness the vowel of the troublesome suffixes *-ance, -ence, -ant, -ent, -able, -ible.*

Exercise

The existence of a democracy like ours is dependent not merely on a number of separate persons, but rather on what the Greeks called a *demos*—a coherent body of citizens sufficiently intelligent to see that independence is based on self-control; confident in just law and obedient to its decisions; having, too, a reverence for experience, yet always striving after a higher excellence.

Additional Exercise

The words whose *-ance, -ant* endings most frequently give trouble are grouped in the following sentence:

His old tenant's predominant qualities were endurance and perseverance, and their appearance in his descendants will be no hindrance to their success.

STANDARDIZED TEST NO. 4

Test No. 4 on page 98 will show how completely you have mastered the material in Lessons 17-21. After a review of these lessons, the teacher will read aloud Test No. 4. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 22

EI, IE

More than 3 per cent of the total misspellings are due to a confusion of *ei* and *ie*. The rule is most conveniently stated in three parts.

Rule: (a) **When sounded like** *a* in *name* **write** *ei*.

(b) **When following** *c*, **and sounded like** *ee* in *meet*, **write** *ei*.

(c) **In other cases write** *ie*.

Examples: (a) *"sounded like a":* The horses neigh; he takes their reins and drives the sleigh freighted with eight weighty neighbors.

(b) *"Following c, and sounded e":*

ceiling	deceit
deceive	conceive
perceive	receive

(c) *"in other cases":*

achievement	niece
believe	piece
brief	relieve
chief	siege
fiend	thief
grieve	wield

Exceptions: Neither leisured foreigner seized the weird height.

Exercise

Few believed that the Parisians' fierce attack could achieve its object. It seemed hopeless for the shrieking mob to rush on the Bastile with its weighty drawbridges, its massive walls shielding on their heights many pieces of artillery, and to attempt either to pierce its fortifications or even to besiege it effectively. But they believed the time had come to fight for their independence, and they were conscious too that there were friends within. In a few brief hours the foreign soldiers laid down their arms and the Bastile surrendered.

LESSON 23

FINAL CONSONANT BEFORE A SUFFIX

More than 3 per cent of the total misspellings are due to a neglect of the rule which follows.

Rule: **A monosyllable or a word accented on the last syllable, if it ends in one consonant preceded by one vowel, doubles the final consonant when a suffix beginning with a vowel is added.**

admitted	differing
beginning	dispelled
biggest	dragging
benefited	dropped
committed	equipped
committee	forgotten
compelled	intermittent
conferring	occurred
controlled	occurrence

Exercise

(a) Write the eighteen words of the lesson. Draw a vertical line through each word, separating the original word in its simple form from the added letters. Draw another line cutting off the suffix. Put an accent mark (′), on the syllable which bears the accent. Which words have a letter between the two vertical lines? Why?

(b) Write down the following twelve words, and place over the accented syllable in each an accent mark. Then write first the present participle, and then the past participle of each word.

allot	credit	endeavor
benefit	desert	expel
consent	drug	gallop
cover	emit	infer

LESSON 24

(FINAL CONSONANT BEFORE A SUFFIX, continued)

offered	referred
omitted	referring
patrolling	repellent
permitted	running
planned	stopping
preferred	swimming
propelled	throbbing
propeller	warring
putting	wrapped

EXERCISE

(a) Treat the eighteen words of this lesson as you did the eighteen words of the preceding lesson.

(b) Treat the following twelve words as you did the corresponding words of the preceding lesson.

interfere	profit	remit
limit	prohibit	result
pilot	quarrel	transmit
plan	quit	war

LESSON 25

FINAL E BEFORE A SUFFIX

More than 3 per cent of the total misspellings are due to a neglect of the following rule. Notice that the rule has three parts, (a) presented in this lesson, and (b) and (c) presented in the next lesson.

Rule: (a) **A word ending in a single silent *e* drops the *e* before a vowel.**

abusing	imaginary	sacrificing
arguing	later	shaky
coming	liking	shining
desirable	losing	surprising
elevating	lovable	tasting
enveloping	moving	using
forcibly	owing	valuable
hoping	pursuing	writing

EXERCISE

By using the suffixes *-ing, -ed, -er, -able, -ous, -ance,* write, in the correct form, as many variations of the following twelve words as you can.

dine	insure	grieve
rescue	desire	examine
cure	believe	guide
receive	admire	purchase

(Forty-nine words are possible.)

LESSON 26

(FINAL E BEFORE A SUFFIX, continued)

(b) **A word ending in a single silent *e* retains the *e* before a consonant.**

amusement	likely
arrangement	nineteen
completely	ninety
excitement	safety
extremely	scarcely
fortunately	sincerely
immediately	surely
hopeless	wholesome

(c) **But *e* is retained to keep the soft sound of *c* and *g* before *a* and *o*,** as in

courageous	peaceable
noticeable	outrageous

Exceptions: The exceptions to these three rules which occasion most misspellings are brought together in the following sentence: **Truly the argument was wholly awful.**

EXERCISE

(a) Write the following nine words with the addition of the present participle ending (*-ing*). Then write each with the suffix *-less,* or *-ness,* or *-ment.*

blame	move	like
announce	state	forgive
elope	cease	pave

(b) Write the six following words first with the present participle ending, and then with the suffix *-able* or *-ous.*

manage	trace
change	advantage
service	charge

STANDARDIZED TEST NO. 5

Test No. 5 on page 99 will show how completely you have mastered the material in Lessons 22-26. After a review of these lessons, the teacher will read aloud Test No. 5. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 27

FINAL Y

More than 2 per cent of the total misspellings are due to neglect of the two following rules.

Rule: (a) **Final *y* preceded by a consonant becomes *ies* in noun plurals, and *ies, ied,* in verbs.**

applies	modifies
companies	prophecies
countries	studies
dried	tries

(b) **Final *y* preceded by a consonant becomes *i* before any suffix which does not begin with *i*.**

business	likelihood
easily	loneliness
happiness	modifying
holiday	studying

Exercise

(a) Apply the *y* rule in writing the present tense and the past tense (third person singular) and the present participle of the following words. Example: *cry, cries, cried, crying.*

reply	prophesy	carry
fly	spy	dry
imply	supply	hurry
modify	ratify	satisfy

(b) Make for each of the following nine words, the corresponding noun, or adjective, or adverb. Example: *sleepy, sleepily, sleepiness.*

glory	lovely	ready
heavy	weary	beauty
kindly	victory	sleepy

LESSON 28

APOSTROPHE

Rule: **Write the apostrophe in the place of the absent letter or letters.** Possessives of personal pronouns, that is, "possessive adjectives" have no apostrophe. Example: This is *hers.*

aren't	isn't	theirs
can't	its	'twas
couldn't	it's	who's (Who's who?)
don't	itself	whose (Whose is this?)
doesn't	ne'er	won't
haven't	o'clock	wouldn't
hers	ours	yours
I've	'tis	you're

EXERCISE

'Tis pleasant, sure, to see one's name in print;
A book's a book, although there's nothing in't.
—*Byron.*

It's but little good you'll do watering last year's crops.
—*George Eliot.*

They're all fresh! Who'll buy my cherries? Picked at five o'clock this morning! Who's going to buy? Better fruit isn't to be found.

LESSON 29

Some words whose misspellings show confusion with their forms in other languages. **Capitalize proper adjectives.**

affairs	German	medicine
American	Indian	officer
cover	Italian	personal
discover	Japanese	Philippines
English	Jew	remarkable
European	judgment	Swedish
French	Latin	visit

EXERCISE

European affairs are remarkably complex compared with ours. We have indeed the problem of Japanese immigration and Philippine independence; but consider the questions arising from the presence of the French in Germany, the English in India, the Italians in Africa. Then too, personal judgment is always modified by deep-rooted national hatreds.

LESSON 30

Mistakes arise in these words chiefly because the spelling for various reasons does not follow the pronunciation. Look sharply at the words as you write them.

aerial
amateur
ambition
circuit
colonel (of a regiment)
corps (of an army)
cretonne
extraordinary
(pronounce only five syllables)
forfeit
guillotine
magazine
restaurant
reveille (pronounced réveli)
sergeant
Wednesday
women

Exercise

On Tuesday the American camp was scarcely ready for inspection. The extraordinary sergeant, however, had discovered, none too soon, the approaching visit of the French general with a colonel from English headquarters. It was the ambition of officers and men to uphold the credit of the American corps. Each company's equipment, magazines, batteries and supplies were quickly put in readiness, and before reveille the whole corps stood at attention while the visitors made their circuit of inspection.

STANDARDIZED TEST NO. 6

Test No. 6 on page 99 will show how completely you have mastered the material in Lessons 27-30. After a review of these lessons, the teacher will read aloud Test No. 6. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

SUMMARY OF THE FOREGOING PRINCIPLES AND RULES

COMPOUNDS

I. When in doubt write solid. Write solid particularly in the following five cases.
   (a) Write solid two nouns used together to form a third, unless the first noun is used merely as an adjective to modify the second.
   (b) Write solid *any, every, no, some,* when they are combined with *-body, -thing, -where.* But with *one,* to avoid putting two vowels together, write separate.
   (d) Write solid compound personal pronouns; e.g. *himself.*
   (e) Write solid derivative prepositions; e.g. *within.*
   (f) Write solid the four points of the compass, *northeast, northwest, southeast, southwest.*

II. Write the hyphen:
   (a) With two or more words used together as a single adjective preceding its noun.
   (b) In names of numbers the hyphen represents an omitted *and.*
   (c) With *self* as a prefix.

III. Write separate words which can be grammatically explained separately.

POSSESSIVES

I. To form the possessive singular, write the noun, add an apostrophe, and then an *s.*

II. To form the possessive plural, first write the plural of the noun. If this plural ends in *s,* simply add an apostrophe.

III. If this plural does not end in *s,* add an apostrophe and then an *s.*

PREFIXES AND SUFFIXES

General Principle: The consonant of the prefix or suffix may be changed, but it does not disappear when added to the stem.

N.B. (a) No adjective ends in *-ius* or in consonant +*us.*

N.B. (b) No adjective ends in *-full.*

N.B. (c) No adverb ends in *-ley.*

EI, IE

I. When sounded like *a* in *name,* write *ei.*

II. When following *c,* and sounded like *ee* in *meet,* write *ei.*

III. In other cases write *ie.*

Exceptions: Neither leisured foreigner seized the weird height.

FINAL CONSONANT BEFORE A SUFFIX

A monosyllable or a word accented on the last syllable, if it ends in one consonant preceded by one vowel, doubles the final consonant when a suffix beginning with a vowel is added.

FINAL *E* BEFORE A SUFFIX

I. A word ending in single silent *e* drops the *e* before a vowel.

II. A word ending in single silent *e* retains the *e* before a consonant.

III. But *e* is retained to keep the soft sound of *c* and *g* before *a* and *o*.
Exceptions: Truly the argument was wholly awful.

FINAL *Y*

I. Final *y* preceded by a consonant becomes *ies* in noun plurals, and *ies, ied,* in verbs.

II. Final *y* preceded by a consonant becomes *i* before any suffix which does not begin with *i*.

APOSTROPHE

Write the apostrophe in the place of the absent letter or letters.

CAPITALS

Capitalize proper adjectives; e.g. the Indian chief; the English poet.

PART II

THE 780 WORDS ARRANGED ACCORDING TO THE FREQUENCY OF THEIR MISSPELLINGS, AND GROUPED IN LESSONS

The 780 words are arranged, for convenience of assignment, in 39 lessons of twenty words each. Ten review lessons occur at regular intervals, and with the two final lessons on the most commonly misspelled proper names, bring the total number of lessons up to 51. Dictation exercises especially designed as material for these reviews are to be found in the *Teacher's Manual* which accompanies this text. Following each review lesson is a standardized test on the six lessons which precede it. The Key to the standardized tests is printed in the *Teacher's Manual,* and the norms of accomplishment for a given age and grade, are for convenience of reference given on page 108 of this speller.

The order of words throughout the following 39 lessons indicates the relative frequency of their misspelling. Thus *too,* the first word in Lesson 1, has been misspelled most frequently, and *which,* the last word in Lesson 46, the least frequently.

In the regular lessons the letters in parentheses following each word indicate the predominating source of the error when this is determinable.

Check thus V in the first vacant column to the left every word you misspell.

The exercises beginning on page 94 should be used only at the discretion of the teacher, and in any case should not be attempted until the drill on the following lessons has been completed.

TO THE STUDENT

Read Carefully

Compare *too* and *its*, the first two words of the first lesson, page 43, with *grievous* and *aerial*, the first two words of the last regular lesson, page 81. Which pair of words do you consider the harder to spell? Most students say that *grievous* and *aerial* are the harder to spell. And yet in the compositions of 3679 candidates for college the misspellings of *too* and *its* were 30 times more numerous than those of *grievous* and *aerial*. This wide difference is, of course, partly due to the fact that *too* and *its* are more frequently used than *grievous* and *aerial*, and therefore there is more chance of misspelling them. Yet there are commoner words than *too* and *its* which are never misspelled. The chief reason is this. Though you may be able to spell correctly from dictation all the words in a lesson, yet when you are writing a composition you may easily misspell some of these very words. You probably know how to spell both *too* and *its;* but year after year these two words head the list of misspellings in composition.

Knowing how to spell a word, therefore, does not necessarily mean that you will always spell it correctly when you are thinking about something else—the subject of your letter or composition for instance. What then is the remedy?

In the first place the remedy is daily drill in the 780 words which follow, for this daily drill has been proved to be the most effective means we know of for fixing the proper forms of words in the mind.

In the second place the remedy is to cultivate the habit of inspecting with great care whatever writing you do. A stenographer, trained in spelling, reads over the letter she writes, and then a careful business man reads over the typed letters of his stenographer. How much more necessary for schoolboys and schoolgirls to revise their handwritten work! Careful calculation makes it probable that more than half of the misspellings which occur in compositions written in school can be remedied by *very attentive revision;* and the place to acquire this habit of minute inspection is not in business or in college, but in school.

Look at the curve on page 42. It shows, like the "thermometer of misspelling" in the front of the book, how your spelling troubles will largely disappear if you become automatically accurate in the writing of a comparatively few words.

Proof-reading for the school paper is excellent practice. Consider a composition not complete until you have read it with the same careful attention as you would give to a page of proof.

What is a *passing grade* in spelling? Would 90 per cent do? Here is a letter which contains 51 words. Thirty of them are very frequently misspelled, the remaining 21 hardly ever.

Deer Doctor:

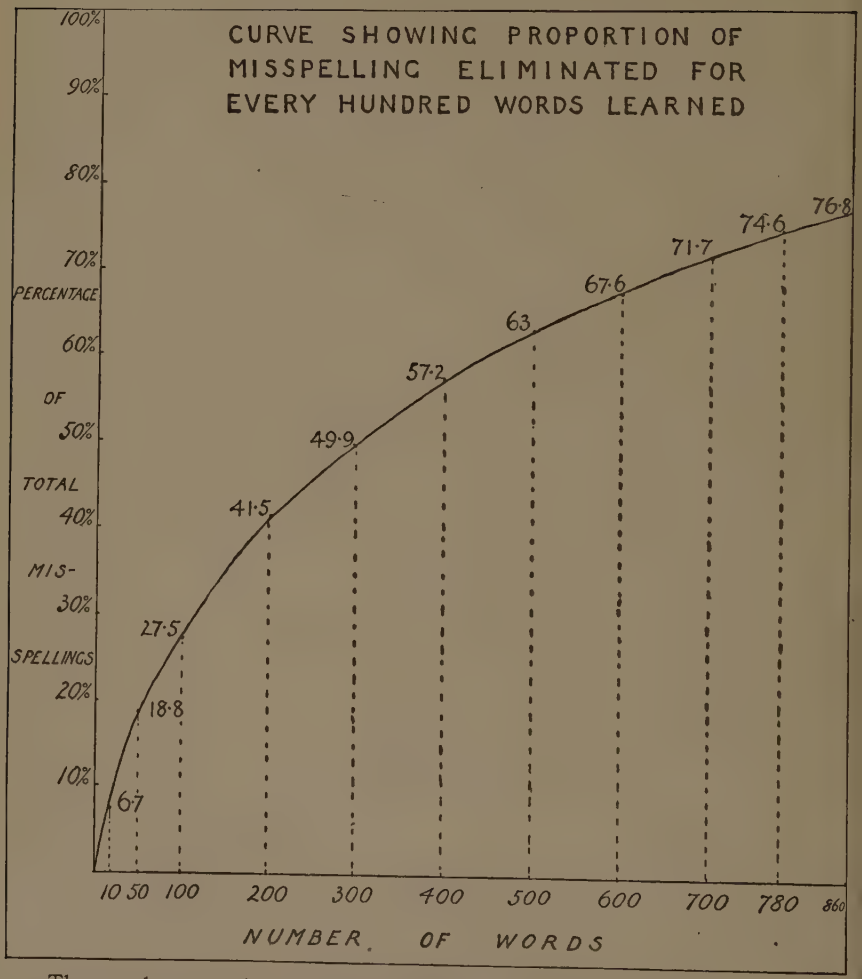
I write to ask whether you won't be coming here again this week. Having just heard of your many business troubles, I believe you will

loose much if you don't come early Wednesday instead of Friday. I am very blue and tired tonight, and a horse cough is beginning.

The writer has misspelled 3 out of the 30 words. *Correct these three, so that they won't stare you in the face any longer.* This boy was 90 per cent efficient in spelling. Is 90 per cent good enough? Clearly the business of life demands complete accuracy in spelling. Not that we should be able to spell all the words they ask in the National Spelling Bee; simply that we shall be 100 per cent efficient in the words we use. (At this point you might like to try another short letter which the teacher may dictate to you. It contains only 67 words, but every one of 63 high school freshmen made at least one mistake in it.)

Good spelling is a tool needed almost daily throughout life; it should therefore be kept sharp and cut true. The business world cannot use a boy who is only 90 per cent efficient in the multiplication table, nor a bank teller only 90 per cent efficient in addition. So then, your goal in the following 51 lessons is *absolute accuracy.* Keep the goal of 100 per cent efficiency constantly before you. The standards on page 108 are not marks to aim at; they simply tell you how you compare with other students of your grade and age.

Record by checking every word you miss in the lessons of Part II. When the 47 regular lessons are finished, count up the total of your missed words and record it in the Personal Progress Chart on page 83. Do the same for each successive review.



The numbers on the base line indicate by hundreds the number of words in the following lessons. Run the eye straight up from any number on the base line, and you will see what percentage of the total misspellings would be eliminated by accurate knowledge of that number of words. For instance, the first 300 words in the following lessons (Lessons 1-15), if written correctly, would eliminate 49.9 per cent of all the errors made.

LESSON 1

....**too**: *too* much to eat.
....**its**: It lifted *its* head.
....**independent**: Put in the *dent*.
....**their**: Give them *their* due.
....**together**: a single word.
....**principal**: Use the *a* in the adjective. *Principal* town.
....**grammar**: (*ar*). Connect with grammarian.
....**dependent**: Adj. All the vowels are *e's*.
....**believe**: (*ie*). Lesson 22.
....**there**: Here and there.
....**receive**: (*ei*). Lesson 22.
....**modifies**: (*ies*). Lesson 27.
....**therefore**: It is *therefore* proved.
....**immediately**: im+mediate+ly.
....**business**: The word contains **sin.**
....**separate**: (*pa*). Remember the **pa.**
....**benefit**: Lat. *bene*, well. Lesson 19.
....**lose**: (*o*). Please don't move, I'll lose the pose.
....**comparatively**: Contains **rat.**
....**until**: One l.

EXERCISE

We believe that free nations, if they join together to prevent war, need not thereby lose their power of independent action. Until comparatively recently, each nation sought to gain its principal objects by separate action, or by joining with another if both would receive benefit by the union. Other nations would immediately do the same. Too long has the peace of the world been dependent on such a nice balance of power. The world's principal business now is international peace; and therefore, while each nation must work in its own way, all must work together.

LESSON 2

....**everything:** a solid word.
....**don't:** If you *don't* I *won't.*
....**precede:** February precedes March.
....**without:** a solid word.
....**modifying:** (*fy*). Lesson 27.
....**affect:** Gas affected his lungs. Never a noun.
....**beginning:** (*nn*). Lesson 23.
....**occurred:** (*rr*). Lesson 23.
....**choose:** (*oo*). Choose your goose.
....**necessary:** One c.
....**athletic:** Pronounce it *Ath let ic.*
....**led:** Ted was led to his bed.
....**possessive:** all *s's* possible.
....**existence:** Put **e's** into existence.
....**succeed:** (*ceed*). If indeed you would succeed, learn to spell exceed, proceed. (The only three *-ceed* verbs.)
....**appearance:** (*an*). Wilson's appearance in France.
....**referring:** (*rr*). Lesson 23.
....**discipline:** (*sc*) the training of a disciple.
....**across:** (*c*). Across the lake, among the trees.
....**government:** (*ern*). Pronounce it.

EXERCISE

Having on the preceding day obtained Lee's consent to his plan, Jackson succeeded in leading his well disciplined troops without delay through the woods to the westward, until he reached Hooker's lines. The first sign of the existence of danger came to the Eleventh Corps from the appearance of deer and rabbits driven in by the troops whom Jackson led. Tall athletic men, they came yelling across the Union lines, for it was necessary to carry the position immediately. Everything was confusion; it was soon too dark to tell exactly what occurred. Jackson fell with the beginning of evening, and as his men, deeply affected, carried him to the rear, he kept repeating "Don't retreat. Choose your ground and hold it."

LESSON 3

....**effect**: n. and v. The **eff**ort had its **eff**ect.
....**possession**: all *s's* possible.
....**anything**: a solid word.
....**description**: (*des*). Lesson 19.
....**opportunity**: (*pp*). Related to *port,* harbor.
....**speech**: (*ee*). We need a **fr**ee spe**e**ch **w**eek.
....**aeroplane**: Pronounce it. Greek *aer,* air. *Aer o plane.*
....**sentence**: (*ten*). Pronounce it. **Ten** sentences.
....**occasionally**: One *s,* as in case, casual.
....**throughout**: a solid word.
....**nevertheless**: Three in one.
....**possess**: All *s's* possible.
....**piece**: (*ie*). Lesson 22. A **p**iece of **p**ie.
....**successful**: (*cc*). One *l.*
....**principle**: n. He did it from *principle.*
....**acquaintance**: (*cq*). Lesson 17.
....**height**: Pronounce it to rhyme with *bite.* It ends with a ***t.***
....**affairs**: (*rs*). Affairs between **pairs** on the **st**airs.
....**everywhere**: A solid word.
....**tragedy**: (*g*). **R**aging **tr**agedy **dr**ags.

EXERCISE

Human speech only occasionally reaches the height of Webster's great orations. Many a boy who has read them has longed to possess that power, which, throughout the world, has everywhere had such an effect in shaping the principles of government and in directing men's affairs. Nevertheless that very boy, if he uses his opportunities, is probably a more effective speaker at his age than was Webster. From his description of his childhood, he seems to have lacked all self-possession. "Many a piece," he says, "did I commit to memory; nevertheless, when the day came, and my name was called, I could not utter a sentence."

LESSON 4

....**sense**: (*s*). Some nonsense is very sensible.
....**coming**: One *m*. Lesson 25.
....**surprise**: (*sur*). He **sur**prised the **sur**geon by **sur**viving.
....**foresee**: To see before. Connect with **fore**tell, **fore**head.
....**everybody**: A solid word.
....**weird**: Begins with *we*. Lesson 22.
....**friend**: (*ie*). Fiend or **friend**? Lesson 22.
....**really**: Real+ly. Lesson 18.
....**thought**: Thoughts bought for a penny.
....**occasion**: One *s*. Connect with case, casual.
....**villain**: Originally one who lived in a *villa,* Latin for farm.
....**accommodate**: (*mm*). Commodious accommodations.
....**o'clock**: o(f the) clock.
....**describe**: (*des*). Lat. *de,* fully, and *scribo,* write.
....**organization**: (*gan*). Our organization began with a **gang.**
....**off**: *Off* his base.
....**stretch**: (*ret*). Stretch the wretch.
....**occurrence**: (*rr*). As in current events.
....**truly**: Lesson 26.
....**outside**: A solid word.

Exercise

One cannot describe Goldsmith's character better than by relating the following occurrence. On the occasion of one of his journeys, the Irish poet, foreseeing that he would not reach his home that night, for it was already six o'clock, halted for accommodation at a little village, and stopping the first person he met, called out to him, "Friend, tell me which is the best house in the place." The surprised stranger thought a moment, then stretched his arm and pointed off to a fine house a little outside the village. It was really and truly "the best house in the place"—the mansion of Mr. Featherstone. Goldsmith accordingly, coming to what he thought was an inn, walked in without knocking and seated himself by the fire.

(Continued in the next exercise)

LESSON 5

quarter: (*ar*). Connect it with quart.
thoroughly: Three syllables.
excellent: (*ll*). Excellent Ellen.
formerly: In former times.
forty-four: (*for*). Hyphen for omitted *and* in numbers.
before: A solid word.
equipped: (*pp*). Lesson 23.
complement: (*le*) of an angle; that which completes.
knowledge: (*d*). Knowledge driven in with sledge and wedge.
probably: (*bly*). Pronounce it.
welfare: One *l*. Wilful, neglect of welfare.
pursue: (*ur*). Run in pursuit.
argument: It has *gum* in the middle.
disappear: One *s*. Dis+appear.
similar: (*lar*). Pronounce it.
something: A solid word.
outdoor: A solid word.
success: (*cc*). Connect with succeed.
prophecy: (*cy*). n. Pronounce the *y* short. Accuracy in prophecy.
scene: n. A scene on the scenic railway.

EXERCISE

Before Mr. Featherstone's surprise had ceased, and before he could speak, Goldsmith loudly demanded quarters for the night and ordered something to eat. The host, who had a wide knowledge of the world and an excellent sense of humor, at once thoroughly understood the situation, and resolving in a spirit of fun to pursue the joke, disappeared to inform everybody in the house how their new acquaintance should be treated. The guest was equipped with everything necessary to his welfare, and even generously insisted that the landlord and his family should share his meal.

The Irish poet turned his blunder into a success, for the argument of the scenes of his play *She Stoops to Conquer* is very similar to these events which had formerly occurred.

LESSON 6

Review Lessons 1-5

STANDARDIZED TEST NO. 7

Test No. 7 on page 100 will show how completely you have mastered the material in Lessons 1-5. The teacher will read aloud Test No. 7. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 7

....**doesn't:** Apostrophe for absent *o*.

....**ammunition:** (*mm*). He commandeered ammunition.

....**among:** (*ong*). A solid word. Among the throng of monkeys.

....**beneficial:** Lat. *bene,* well. Financial, commercial, beneficial.

....**conceive:** (*ei*). Lesson 22.

....**convenient:** (*ven*). Pronounce it as you read it, and connect with convene, intervene.

....**privilege:** (*vile*). The last syllable is Lat. *lex, legis,* law. A vile privilege.

....**religious:** Lat. *religio.*

....**although:** One *l.* A solid word like almost, always.

....**baseball:** A solid word.

....**decide:** Lat. *de,* off, + cut. To cut off, end, or determine.

....**endeavor:** (*ea*). Endeavor to speak to the deaf.

....**won't:** I *don't,* I *can't,* I *won't.*

....**all right:** These words are never combined.

....**manufacture:** (*u*). Pronounce it. Manual manufacture.

....**English:** Always with capital E.

....**pleasant:** (*ea*). Connect with please, pleasure.

....**losing:** Lesson 25.

....**subordinate:** A solid word.

....**another:** Another solid word.

EXERCISE

An English schoolboy doesn't have the opportunities for college study which we possess. Our opportunities are unusual; and perhaps it is for this reason that our boys and girls sometimes decide for or against a college course for reasons which are quite subordinate to the main one. Perhaps they choose to spend another four pleasant years among friends and acquaintances; to engage in outdoor sports, football, baseball, and track athletics; to be trained and equipped for success in business and manufacture; perhaps merely to live in a convenient and beneficial place. Although students' motives for entering college may be different, one good reason should be remembered for making every endeavor to use the privileges they gain, and that is the fact, for it has been proved too often to be doubtful, that those are most successful after graduation, who are most successful before graduation.

LESSON 8

....**minute:** n. or adj. Sixty seconds, or **dimin**utive, small. Lat. *minutus,* small.
....**chief:** (*ie*). Lesson 22.
....**competitive:** Pronounce it, remembering **pe**tition.
....**sometimes:** A solid word.
....**it's:** *It's* raining.
....**maneuver:** A simpler form than *manoeuver.*
....**whether:** *Whether* or no.
....**automobile:** Remember the *ile.*
....**noun:** (*u*). Noun and pronoun.
....**altogether:** adv. One *l.* **Al**together **al**tered.
....**perhaps:** Pronounce it. Per as in **per**chance.
....**toward:** Pronounce the *tow.* **To**ward **to**wn.
....**fundamental:** (*dam*).
....**position:** One *s.* Site is the position of a building.
....**attempt:** (*tt*). Pronounce it, and notice the two *t's.*
....**French:** Capital F.
....**difference:** (*ence*). A **differ**ence of twenty **pence.**
....**etc.:** Lat. *et cetera,* and the rest.
....**character:** (*ac*). Facts about **Char**les's **char**acter.
....**woman:** sing. A **Ro**man **wo**man.

EXERCISE

When in Washington, President Roosevelt with some of his friends would sometimes start off across country on foot in an attempt to reach a certain position. These walks came to have a competitive nature, for no one, though perhaps he might be altogether too tired to continue, wished to run the risk of losing character with his chief. "Once," says the French minister Jusserand, "we walked toward a stream. To my horror I saw the President beginning to undress. Then I too, for the honor of France removed my clothing, everything except my lavender gloves. When Mr. Roosevelt glanced at them, I quickly said, 'By your leave, Mr. President, I won't remove them. It's in case we meet the ladies.' 'All right!' replied the President. In another minute we plunged into the stream, and swam across."

LESSON 9

....**efficient**: (*ient*). Connect **effective, proficient, sufficient.**
....**destruction**: (*de*). Lat. *de,* down. The structure is pulled down.
....**finally**: At last. Final+ly.
....**experience**: (*ence*). Experience in science.
....**paid**: Bills, visits and compliments are all *paid.*
....**chosen**: (*o*). Who chose those hose?
....**generally**: Pronounce it; four syllables.
....**desirable**: (*ra*). Lesson 25.
....**motor**: (*or*). Connect with tract**or,** doct**or.**
....**usually**: (*ll*). Usual+ly. Lesson 18.
....**wonderful**: (*won*). One *l.*
....**arouse**: One *r.* Awake, arouse, arise!
....**control**: One *l.* The patrol is in control.
....**disappoint**: One *s.* Dis+appoint.
....**completely**: (*tel*). Complete+ly. Lesson 18.
....**village**: (*age*). They pillage the village.
....**schoolboy**: Write the word solid.
....**address**: (*dd*). Accent on the second syllable. Please add your address.
....**morale**: Pronounce it. Ends in *e.*
....**pronoun**: A solid word.

EXERCISE

In his address the speaker described the "good old days" of the village school, its wonderful product, and the excellent morale of the pupils. School life a hundred years ago was, indeed, fundamentally different from what it is now. Schoolhouses were usually small and poorly equipped, teachers were inefficient and generally poorly paid, for they began teaching without experience or training. A teacher was often a disappointed man or woman, who had failed in another chosen calling. Finally people were not aroused to the point where they believed that the State should completely control and provide for children's education. There was also another difference; that our forefathers thought religious training in school was both desirable and beneficial.

LESSON 10

....**themselves**: A solid word.
....**practically**: (*act*). Pronounce the four syllables. Practi-cal+ly.
....**committed**: (*tt*). Lesson 23.
....**despair**: (*de*). Lat. *de*, down. Hope is "down and out."
....**extremely**: Extreme+ly. Lesson 18.
....**northeast**: A solid word, like *northwest, southeast, southwest.*
....**obedient**: (*ent*). Pati**ent** and obedi**ent.**
....**preferred**: (*rr*). Lesson 23.
....**running**: (*nn*). Lesson 23.
....**strength**: (*th*). Leng**th** and streng**th.**
....**definitely**: (*ite*). Pronounce it, and connect with fi**nite**; Lat. *definitus.*
....**custom**: (*cus*). **C**ustomers for **dusty muslins.**
....**undoubtedly**: (*ted*). Pronounce it; un+doubt+ed+ly.
....**imagine**: One *m*. Connect with **image**; Lat. *imago.*
....**self-government**: Lesson 4.
....**laid**: The only form. Bricks, foundations, and eggs are **laid** and **paid** for.
....**foremost**: Fore+most.
....**relative**: (*la*). Pronounce it, and connect with *relation.*
....**quite**: **Quite excited.**
....**naturally**: Natural+ly. Lesson 18.

EXERCISE

Nelson, undoubtedly the greatest of all English sailors, did much to temper the extremely harsh customs of the navy. As a boy, though lacking in health and strength, he naturally preferred enterprises which had a spice of danger in them, and was foremost in running risks. But when he rose to be a captain, though he was quite strict in requiring instant obedience from the midshipmen committed to his charge, he felt keenly for those who did not themselves possess his own absence of fear. Seeing a boy afraid to go aloft, he laid his hand on his shoulder and said, "Well, sir, I'm going to race you to the mast head, and I beg that I may meet you there." When they met at the top Nelson greeted him as a relative rather than as his captain, "Never imagine that there is anything difficult or dangerous in getting here."

LESSON 11

....**source**: Of a river.
....**amount**: One *m*. An amazing amount.
....**course**: Golf course, of course.
....**develop**: One *l* as in envelop.
....**expense**: (*s*). Judge expense by common sense.
....**amateur**: (*eur*). Amateur is one who loves, connoisseur is one who knows.
....**known**: (*wn*). Pronounce the *n*. Our own is well known.
....**criticized**: (*tic*). Connect with critic.
....**where**: *Where* are you bound?
....**divided**: (*di*). Divided but not divorced.
....**tries**: Tries to catch flies. Lesson 27.
....**sincerely**: (*cere*). Sincere+ly.
....**haven't**: Apostrophe for absent *o*.
....**lightning**: (*tn*). Lightning flashes.
....**clothes**: Evening *clothes*.
....**forest**: One *r*. Rest in the forest.
....**agreeable**: (*ee*). Seeing all that was agreeable and seeable.
....**seized**: Lesson 22. "Weird seizures."
....**unnecessary**: (*nn*). Notice the prefix; un+necessary.
....**almost**: One *l*. Almost always.

Exercise

The amount of money necessary to meet one's expenses at school or college cannot always be foreseen. When Booker Washington came to Hampton, all but fifty cents of his savings had been spent in the course of his five-hundred-mile journey. He was not known; his clothes were almost in pieces; he was in despair that he would not be admitted. The head teacher looked at him with a criticizing eye and said, "The next room needs sweeping." The boy seized the broom and disappeared. He swept the floor three times; then he dusted four times, poking into every corner and source of dust that he could find. The teacher, being from New England, knew where to look for dirt, and tried everywhere to find it. In vain, not a speck! She turned to the boy and said quietly, "You needn't take any further examination. It is unnecessary. You'll do to enter this school."

LESSON 12

Review Lessons 7-11

STANDARDIZED TEST NO. 8

Test No. 8 on page 101 will show how completely you have mastered the material in Lessons 7-11. The teacher will read aloud Test No. 8. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 13

....**guard:** (*gu*). **Gu**arantee **guard**s for our **guide**s.
....**useful:** One *l*. Lesson 18.
....**ourselves:** A solid word.
....**severely:** Severe+ly. Lesson 18.
....**achievement:** (*ie*). Lesson 18. Achieve+ment.
....**realize:** (*ea*). To perceive as **real**. Pronounce both *e* and *a*.
....**cries:** "Spies!" he **cries**. Lesson 27.
....**profession:** One *f*, like confession.
....**erroneous:** (*rr*). Full of **error**s.
....**ought:** They **thought** he **ought** to have **fought**.
....**some one:** Two words. Lesson 2.
....**physical:** (*phy*). Connect with **phys**ic, **phys**ician.
....**always:** One *l*. Almost **always**.
....**irresistible:** (*ii*). Pronounce the *-ible*.
....**heroes:** (*oes*). Her**oes**, mosquit**oes**, potat**oes**.
....**Massachusetts:** Four *s's*, two *t's* for the Bay State, please!
....**people:** (*eo*). Connect the *o* with population; Lat. *populus*, people.
....**plain:** (*ai*). **Plain** clothes, **plain** language.
....**sergeant:** (*ser*). Sewing **serge** suits for **sergeant**s.
....**already:** Adv. One *l*, one word. **Already** altered.

EXERCISE

We ought to realize what a useful achievement in physical science it is to be able truly to foretell the weather. And even though the prophecy may not always be exact, and may sometimes be really erroneous, it is nevertheless usually valuable. By the time we read of a storm to the northwest developing lightning and irresistible winds, which have done great destruction in the forests and have severely affected business, the plain people on the coasts of Massachusetts have already guarded themselves against losses at sea. Indeed, their fortunes are really dependent on the foretelling of disastrous tempests. The profession may become still more useful when the sources and causes of storms are more thoroughly understood.

LESSON 14

....**pursuing:** (*pur*). Pursuing runners.
....**instead:** (*ea*). Lead instead of a head.
....**noticeable:** (*cea*). Lesson 26.
....**excel:** One *l*. Connect with propel, impel, expel, compel.
....**itself:** A solid word with one *s*.
....**suspense:** (*se*). A sense of intense suspense.
....**because:** A solid word.
....**criticism:** (*tic*). Connect with critic.
....**vegetation:** (*get*). Pronounce the *et*.
....**disease:** Dis+ease. Connect with dis+please.
....**efficiency:** Connect with deficiency, sufficiency.
....**tenant:** (*ena*). The tenant held his hand with tenacity.
....**conjunction:** (*nct*). Pronounce it, and connect with railroad junction.
....**amusement:** Amuse+ment. Lesson 18.
....**commission:** (*ss*). Remember mission.
....**than:** Now is better *than* then or tomorrow.
....**interest:** Pronounce the three syllables, and notice the single *r*.
....**perceive:** (*cei*). Lesson 22.
....**size:** (*i*). The size of the prize.
....**loneliness:** (*eli*). Loneliness, liveliness, loveliness.

EXERCISE

Roosevelt was always deeply interested in outdoor amusements, and loved occasionally to lose himself in the loneliness of the forests. In conjunction with friends who became his tenants at Elkhorn, in 1884, he was pursuing the life of a ranchman. His efficiency indoors, though he sincerely wished to be useful there, was not noticeable. On one occasion he decided to black all the boots he could find, of every size, men's and women's. But instead of thanks he received only criticism, because the paste, which he had applied too freely, came off on everything it touched. As he wrote later, he plainly perceived that he had lost the respect of his friends, not because he had blacked their boots, but because he had blacked them badly.

LESSON 15

....**warring:** (*rr*). Lesson 23.
....**climb:** (*b*). Climb out on the limb.
....**doctor:** (*or*). The doctor's motor.
....**remembrance:** (*a*). Remembrance of his perseverance.
....**studying:** (*dy*). Write the three syllables.
....**apparent:** (*ent*). Pronounce it. A rent apparent to his parents.
....**interested:** Pronounce four syllables, and notice the single *r*.
....**excitement:** Excite+ment. Lesson 18.
....**opinion:** One *p*. The doctor's opinion of the operation.
....**can't:** I *don't*, I *can't*, I *won't*.
....**politician:** (*cian*). Musicians and physicians make poor politicians.
....**vengeance:** (*ea*). Vengeance of the sergeant.
....**proceed:** (*ceed*). If indeed you would succeed, learn to spell proceed, exceed.
....**enemy:** (*em*). Pronounce N M E.
....**battlefield:** A solid word.
....**around:** One *r*. Around, about, and across.
....**conscientious:** (*sci*). A conscientious scientist.
....**phrase:** (*s*). Erase the phrase.
....**artillery:** (*ler*). The word contains *tiller*.
....**anywhere:** A solid word.

Exercise

A statesman or even an honest politician can't proceed far or climb high if he is guided merely by his own opinion, however conscientious it may be. It soon becomes apparent that the other men too, whether they be political enemies or private friends, are guided by their opinions, which may be quite different from his own. A foolish man, aroused by the excitement of opposition, becomes interested rather in doing vengeance on his enemies than in arguing with them. But the statesman, keeping always in remembrance that ancient phrase about the variety of opinion, tries sincerely by studying his opponents' point of view to understand their opposition, and then attempts to find a common ground of compromise. Men cannot control the age they live in; men are controlled by events. Lincoln said it in 1864.

LESSON 16

....**midnight**: A solid word.
....**seems**: (*ms*).
....**equivalent**: (*valent*). Of equal value.
....**Jew**: Capital J.
....**physically**: (*ll*). Physical+ly. Lesson 18.
....**straight**: Straight lines.
....**capital**: (*al*). Use **a** in the adj. Capital letter, town, crime.
....**relieve**: (*lie*). Lesson 22.
....**Britain**: (*ai*). The country, not the inhabitant.
....**omitted**: One *m* as in remitted, permitted.
....**perform**: (*per*). **Per**haps he'll **per**form.
....**southeast**: A solid word like *southwest, northeast, northwest.*
....**allowed**: (*w*). Allowed us all to go.
....**Indian**: Capital I.
....**lead**: n. and v. The road **lead**s on to the **lead** mine.
....**merely**: (*ere*). **Mere**ly flitting **here** and **there.**
....**sacrifice**: (*ri*). Pronounce it. Sac**ri**legious sac**ri**fices.
....**especially**: (*ll*). Especial+ly. Lesson 18.
....**development**: One *l* as in envelop.
....**clause**: (*e*). Pause there for the relative clause.

EXERCISE

Daniel Boone was on the second floor of his tobacco shed when there appeared at the door below four Indians, physically perfect men, the heroes of their tribe. There was a moment of suspense as they covered him with their guns and told him to come down. With excellent self-control Boone begged merely to be allowed to perform his task, especially as it was practically finished, and if he omitted to make the necessary preparations in the shed, it seemed likely that the rest of the tobacco crop would be sacrificed. "I'll be down immediately," he explained; "then you may lead me captive." While Boone was thus speaking with the Indians, he filled his arms with the dry tobacco leaves covered with their blinding and stifling dust, then jumped straight on the heads of the four. As they stood much too surprised to pursue, he darted for cover, and by midnight was safe in the blockhouse to the southeast.

LESSON 17

....**battalion**: Use the same consonants as in **battle.**
....**afternoon**: A solid word.
....**disastrous**: (*trous*). Pronounce it; three syllables only.
....**medicine**: (*dic*). Connect with **medical.** Lat. *medicus,* a doctor.
....**mosquitoes**: Mind your *toes.*
....**companies**: (*ies*). Lesson 27.
....**propeller**: (*er*). Rudder, tiller, propeller.
....**auxiliary**: One *l.* Auxiliary verbs, auxiliary troops.
....**expected**: (*xp*). Expect expense.
....**compulsory**: (*so*). Pronounce it.
....**Shakespeare** or **Shakspere.**
....**committee**: Three pairs; *mm, tt, ee.*
....**humorous**: (*mor*). A humorous mortal.
....**American**: Capital A.
....**nominative**: (*na*). The case which gives the name or nomination.
....**freight**: (*ei*). Sleighs freighted with eight weighty neighbors.
....**audience**: (*ence*). Patience of the preacher's audience.
....**embarrassing**: (*rr*). Two *r's* for embarrass, but one *r* for harass.
....**immense**: (*mm*). An immigration immense and imminent.
....**absolutely**: Absolute+ly. Lesson 18.

Exercise

Great Britain having given us the right to build the Panama Canal, American organization and capital set to work on the immense task. But medicine had to precede labor, for after the disastrous experiences of the French companies, disease was only to be expected. First the mosquitoes had to be fought, for it was believed that the spread of yellow fever was absolutely dependent on the bite of an infected mosquito. Doctors' lives were given for the protection of those battalions of laborers who were soon working in the cuts, where propellers now churn the water, and where every day ten ships with their freight are passing from one ocean to another.

LESSON 18

Review Lessons 13-17

STANDARDIZED TEST NO. 9

Test No. 9 on page 101 will show how completely you have mastered the material in Lessons 13-17. The teacher will read aloud Test No. 9. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 19

....**whose**: *Whose* book is this?
....**controlled**: (*ll*). Lesson 23.
....**meant**: (*ea*). Health meant wealth.
....**descendant**: (*ant*). Descendants of tenants.
....**every**: (*ver*). Every discovery.
....**genitive**: (*nit*). Pronounce it.
....**crowded**: (*ded*). Pronounce it as you write it.
....**benefited**: One *t*. Lesson 23.
....**courtesy**: (*court*). Originally the behavior of the *court*.
....**apartment**: One *p*. Apart+ment. Connect with department, compartment.
....**balloon**: Two *l's*, two *o's*.
....**exercise**: (*exer*). Exert muscles in exercise.
....**muscle**: (*sc*). Red corpuscles for growing muscles.
....**indefinitely**: Pronounce it. In+definite+ly. Connect finite, finish.
....**passed**: He *passed* his examination.
....**receiving**: (*ei*). Lesson 22.
....**two**: *Two* for five cents.
....**innocent**: (*nn*). Lat. *in*, not, +*nocen*(*t*), harming.
....**Christian**: (*ia*). A Christian physician.
....**preceding**: (*ced*). Connect conceding, receding.

EXERCISE

Part of Sir Walter Scott's childhood was passed in sickness, but fresh air and exercise of the muscles of his lame leg benefited him and relieved him of the feeling of dependence on others, and dispelled a growing despair when he thought that his weakness would be indefinitely prolonged. He was a descendant of active horsemen, and liked every day to be abroad either mounted or on foot. Even in the crowded years preceding his death, when time meant money, he was away until late in the afternoon, unless he was receiving his guests at Abbotsford, whose apartments seem even today to recall the warm courtesy of the spirit which once controlled them.

LESSON 20

....**rhythm:** (*rh*). **Rh**etoric, **rh**ythm and **rh**yme.

....**superstitious:** (*tious*). Conscien**tious,** ambi**tious,** but super-sti**tious.**

....**aggression:** (*gg*). A**gg**ravated a**gg**ression. Lesson 17.

....**indispensable:** (*sa*). Pronounce it.

....**shepherd:** (*h*). One who *herds* sheep. Connect with cow-**herd,** swine**herd.**

....**beautiful:** (*beau*). One *l.* Connect beau, a fop.

....**despised:** (*de*). Lat. *de,* down, +*spicio,* look. Don't **de**spise the **de**stitute.

....**brilliant:** (*ia*). Pronounce the *ia.* Bril**li**ant di**a**monds.

....**lavender:** (*der*). A bor**der** of lav**en der.**

....**particularly:** (*art*). Pronounce it as you write it. Par**ticu**-larly **ar**tistic.

....**sentinel:** (*el*). Pronounce it. The colon**el** posted his sentin**el.**

....**putting:** (*tt*). Lesson 23.

....**significant:** (*fic*). A signi**fic**ant work of **fic**tion.

....**acknowledge:** (*ledge*). Ackno**wledge** your **pledge.**

....**compliment:** (*li*). There is a **li**mit to compli**ment.**

....**Connecticut:** One final *t.* Look out for the *necti cut.*

....**discover:** Dis+cover. The **co**ve was **co**vered with ice.

....**hindrance:** (*ance*). Perseve**rance** and endu**rance** overcome every hindr**ance.**

....**magnificent:** (*ent*). Independ**ent,** confid**ent,** magnific**ent.**

....**country:** (*u*). The **country** counts on you.

EXERCISE

At least once in his lifetime a boy's interest turns to collecting stamps, and he inds that an album is indispensable. The lad begins innocently putting by every stamp rom a foreign country, and takes pride in its occasionally significant and beautiful esign or its brilliant color. An English relative sends his compliments and two nagnificent lavender stamps particularly desirable to the collector, and some French cquaintance is equally helpful. Then, too, the boy begins to acknowledge an interest n the despised study of geography, for he immediately begins to learn, almost without nowing it, the chief nationalities in different parts of the world.

LESSON 21

....**modifier**: (*fi*). Lesson 27.
....**rhyme, rime**: **Rh**etoric, **rh**ythm, **rh**yme.
....**original**: (*gin*). Origi**n**al **gin**gerbread.
....**advice**: (*c*). n. Advice about the ice.
....**swimming**: (*mm*). Lesson 23.
....**attractive**: (*ct*). Connect with traction, tractor.
....**feel**: (*ee*). **Fee**l queer.
....**prophesy**: (*sy*). Pronounce the *y* long. It's easy to prophes**y**.
....**borne**: (*e*). Leaves *borne* aloft by the wind.
....**prejudice**: (*pre*). **Prejud**ice is *pre*+*jud*gment.
....**arguing**: (*ui*). Lesson 25.
....**pursuit**: (*pur*). Pursuit of the runners.
....**corner**: (*ner*). My part**ner** in the cor**ner.**
....**easily**: (*il*). Easily and busily. Lesson 27.
....**miniature**: (*ia*). A miniature parliament.
....**to**: **To** To**l**edo.
....**psychology**: (*cho*). Pronounce it. *Psy chó lo gy.*
....**view**: (*ie*).
....**hoard**: (*oa*). n. and v. Means *store.* Golden h**oa**rds beneath the b**oa**rds.
....**superintendent**: (*ent*). Pronounce it. An independ**ent** superintend**ent.**

EXERCISE

From one point of view the beaver is the most intelligent of animals. He builds dams in order to hoard food and water, and to escape pursuit by his enemies; he constructs miniature canals down which the necessary logs may be easily borne; he designs attractive houses, modifying their shape to suit his convenience; swimming and digging at the bottom of his pond, he brings together great stores of green leaves and vegetation. He has a superintendent, and sentinels at every corner of his village. He seems to have the power of original thought, of arguing, and even of foreseeing and prophesying the strength of the coming winter before he feels it.

LESSON 22

decision: (*de*). Lat. *de,* off. Means *a cutting off.* One *s;* connect with incision, excision.
pastime: (*sti*). A solid word with one *s* and one *t.* Casting for trout, a lasting pastime.
background: A solid word.
financial: (*c*). Connect with finance.
prefer: One *f,* one *r.* Connect with refer, confer.
himself: A solid word. Lesson 3.
deceive: (*cei*). Lesson 22.
likely: Like+ly. Lesson 18.
break: (*ea*). A little leak breaks a weak bank.
genius: (*ius*). An unchanged Latin word. Connect with *radius.*
foreigner: (*er*). Some laborers are foreigners.
potato: (*o*). Potato, tomato, round like an *O.*
carriage: (*ia*). Harry's marriage carriage.
parallel: One *r* and two *l's* like parallel bars in the middle.
extensive: (*s*). Connect with intensive, tense, tension.
threw: He threw few curves.
association: (*soc*). An association of socialists.
forward: (*for*). Forget, and go forward.
loath, loth: adj. Loath to break his oath.
engineer: (*eer*). A volunteer engineer.

Exercise

Dickens's reception in 1867, when he returned to the United States, and the financial success which he achieved, were without parallel. The embarrassing prejudice occasioned in some quarters by his first visit and by the "American Notes" of 1842, had altogether disappeared, and audiences seemed to prefer to think of the foreigner simply as the genius who had created the people whom he made live again in his humorous readings. But we know that even then the terrible associations of his childhood, loath as he was to think of them, would sometimes break in to affect his happiness, so that he would occasionally feel that the present was deceiving him, and that he himself belonged to a past background which was likely to reappear.

LESSON 23

....**good-by, good-bye:** Remember the hyphen.
....**cemetery:** (*ter*). A mystery in the cemetery.
....**past:** One's *past* life.
....**conscience:** (*sci*). Con+science.
....**preparation:** (*pa*). Preparations for the parade.
....**shows:** (*ws*). Shows through the windows.
....**hypocrisy:** (*cris*). Pronounce the *cris*.
....**authorities:** (*rit*). Pronounce it. Authority of the majority.
....**exhilarate:** (*la*). Pronounce it and connect with separate.
....**deficient:** (*de*). Connect with deficit.
....**speak:** (*ea*). A weak speaker.
....**prevalent:** (*valent*). Connect with equivalent.
....**happiness:** Lesson 27.
....**operation:** One *p*. The doctor's opinion of the operation.
....**Latin:** Capital L.
....**enthusiastic:** (*thus*). Pronounce it as you write it.
....**discussion:** (*ss*). Contains a *cuss*.
....**professor:** (*or*). One *f*. Professors' profits don't warrant motor cars.
....**horde:** n. Means *a multitude*. Hordes of invaders on the border.
....**totally:** Total+ly. Lesson 18.

EXERCISE

It is difficult to grow enthusiastic in any discussion of English affairs under the four Georges. But the authorities were not totally deficient in their endeavors to develop the arts. The record shows that a horde of foreign professors of music settled in England before the first half of the century was past. Handel's achievements were perhaps the preparation for George the Third's. That king operated the violin perhaps to quiet his conscience, and to seek relief, if not happiness, when moods of despair possessed him. He was nevertheless scarcely exhilarated when his music master said to the royal pupil, "There are three classes of violin players: those who hardly play at all, those who play very badly, and those who play well. Your Majesty has already succeeded in reaching the second class."

LESSON 24

Review Lessons 19-23

STANDARDIZED TEST NO. 10

Test No. 10 on page 102 will show how completely you have mastered the material in Lessons 19-23. The teacher will read aloud Test No. 9. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 25

....**prove:** One *o*. He proves that the sun moves.
....**strengthen:** (*then*). When the days begin to leng**then,** the cold begins to streng**then.**
....**colloquial:** (*ll*). Speech co**ll**oquial in co**ll**eges.
....**Macaulay:** (*lay*). Macau**lay** wrote *The **Lays** of Ancient Rome.*
....**exaggerate:** (*gg*). A bra**gg**er exa**gg**erates.
....**refer:** One *r*. Connect with pre**fer,** con**fer.**
....**antecedent:** (*ent*). Lat. *ante,* before, +*cedent,* going. Connect with precede**nt.** Lesson 19.
....**through:** Plough**ing** thr**ough rough** land.
....**murmur:** (*u*). Syllable repeated.
....**tournament:** (*na*). Pronounce the three syllables. Orna**ment** of the tour**nament.**
....**using:** Lesson 25.
....**arctic:** (*arc*). Pronounce both *c's.*
....**you're:** *You're* doing well.
....**struggle:** (*gg*).
....**warrant:** (*ant*). His endur**ance** warr**ants** remembr**ance.**
....**descend:** (*desc*). Lat. *de,* down, +*scandere,* climb. He **des**cribed the **des**perate **des**cent.
....**accomplished:** (*cc*). **Ac**customed to **ac**complish his task accurately.
....**referred:** (*rr*). Lesson 23.
....**awkward:** (*wkw*). The first five letters can be spelled backwards.
....**tyranny:** One *r* as in tyrant. The tyr**anny** of **Ann.**

Exercise

The statement of the writer who refers to Macaulay as the most accomplished man of his time is perhaps too broad to be entirely warranted by the facts. Macaulay's speech, whether colloquial or formal was always definite and clear, though perhaps he was inclined to exaggerate or strengthen a statement in order to prove a point, or in order not to lose the effect of an important sentence. But he was of all men the most awkward in using his hands. His nephew referred to him as one of the few men he knew who could neither swim, nor row, nor drive, nor skate, nor shoot. Shaving occasioned every morning an embarrassing struggle. When he left for India, friends found in his rooms sixty strops slashed through and through, and razors without beginning or end.

LESSON 26

....**destroyed**: (*de*). **De**spair not! We are not **de**stined to be **de**stroyed.

..**prepositional**: Pronounce the five syllables.

....**mysterious**: (*mys*). My nature—a **mys**tery to **myself**!

..**niece**: (*ie*). Lesson 22.

....**myself**: A solid word.

....**account**: (*acc*). Accomplished in keeping accurate **accounts**.

....**chocolate**: (*co*). Pronounce the middle *o*. A **choco**late **co**mpany.

....**democracy**: (*crac*). Pronounce it and connect with **demo**crat.

....**patriotism**: (*ot*). Connect it with pat**riot**.

..**characteristic**: Pronounce the five syllables, and notice the *h*. **Char**les's **char**acteristics.

..**drunkenness**: Drunken+ness. Lesson 18.

....**cozy**: (*z*). Dozing in **cozy** corners.

....**breathe**: Breathe and bathe are verbs; breath and bath are nouns.

....**loose**: (*oo*). A **loose** tooth.

....**dormitory**: (*mit*). Ad**mit** us to the dor**mitory**.

....**fought**: (*ou*). Tho**ught** he o**ught** to have **fought**.

..**competent**: (*pete*). Com**pete**nt **Pete**.

...**dropped**: (*pp*). Lesson 23.

....**curriculum**. A Latin word meaning *course*. **Curr**ent events not in the **curr**iculum.

....**Shakespearean, Shaksperean.**

EXERCISE

The chief characteristic of the American school ought to be that the child receives there his first lessons in democracy, and breathes the mysterious spirit of patriotism. Certain studies of the curriculum give him an account of the principles of government fought for and established in former times. Other studies, when well taught, are competent to show him how the existence of a beneficial democracy is dependent on the excellence of each member of it. Without an extension of these principles of democracy in the loose organization of classroom and dormitory throughout both men's and women's colleges, there is danger that class consciousness may be strengthened, and that our government may be divided and finally destroyed.

LESSON 27

....**recognize:** (*cog*). Pronounce it. A **dog** recognizes his master.
....**batteries:** Instruments to batter.
....**economize:** Learn to be **econ**omical.
....**manual:** (*al*). Capit**al** physical and manu**al** training.
....**accusative:** One *s*. Usage of the accusative.
....**tendency:** Pronounce it. The ten**dency** of the superinten**dent**.
....**fascinate:** (*sc*). A fascinating scene.
....**typical:** (*typ*). True to **type**.
....**cover:** (*cov*). The **cove** is **cover**ed with ice.
....**speed:** (*ee*). Take **heed** when you **need** to **speed**.
....**fulfil:** Write wil**ful**, ful**fil** with single *l's*.
....**nervous:** (*vous*). Pronounce it.
....**coherence:** (*ence*). The states by coher**ence** grew into independ**ence**. Lesson 21.
....**volunteer:** (*vol*). One who comes forward on his own **vol**ition.
....**inevitable:** (*able*). Pronounce it. On the **table** the inevi**table** beans.
....**road:** (*oa*). A **toad** on the **road**.
....**necessity:** One *c*. The necessity of a recess.
....**tasting:** Lesson 25.
....**comparison:** (*rison*). *Paris on* the Seine.
....**safety:** Safe+ty. Lesson 26.

Exercise

When we speed over the up-to-date thoroughfare, covering in perfect safety over hirty-five miles an hour, let us recognize the genius of John Metcalf, one of the first nakers of good roads. Since he was nervous and blind from early disease, inevitable ecessity made him extremely effective in using his other senses. He could climb, wim, and ride. It was typical of him to make careful comparisons of the roads he raveled, and he developed much manual skill in road construction. When the English overnment needed an engineer for a northern highway, Metcalf immediately vol-nteered to undertake the work, and carried it forward to completion. He showed no endency to economize on material, once losing fifty pounds in fulfilling a two-year ontract.

LESSON 28

....**participiple:** (*ple*). Give exam**ples** of partici**ples.**
....**weather:** (*ea*). Wear wool-lined l**ea**ther for wintry w**ea**ther.
....**assistant:** (*ss*).
....**valuable:** (*ua*). Lesson 25.
....**certainly:** (*tain*). There'll certa**in**ly be fount**ains** on the mount**ains**.
....**sunrise:** A solid word.
....**tremendous:** (*dous*). Pronounce it. Trem**endous,** stupen**dous.**
....**murderer:** He went furth**er** and did murd**er.**
....**sacrilegious:** Pronounce it *lē jus*, and connect with privilege.
....**absence:** (*sen*). Absence and presence.
....**proudest:** (*u*).
....**militarism:** (*lit*). Use the vowels of military.
....**soldier:** (*sold*). A **sold**ier's **gold** is quickly **told.**
....**wherever:** A solid word.
....**accurate:** (*cc*). Lat. *ad,* to +*cura,* care. Accustomed to accuracy.
....**arranged:** (*rr*). Ranks arranged in array.
....**tired:** (*ire*). Born tired, soon fired.
....**whom:** Ends in *m*. From *whom?*
....**scarcely:** Scarce+ly. Lesson 18.
....**deceit:** (*cei*). Lesson 22.

EXERCISE

There is a valuable sketch of Daniel Boone, the frontier soldier, in the writings of Audubon, the naturalist. The two men, tired from a day's hunting together, shared the same room. It was Boone's custom to sleep outdoors in any weather, wherever he might be. He removed scarcely any of his clothing, but arranged some blankets he had dropped on the ground. Then, lying down on them, he fascinated Audubon with his stories. He was an athlete of tremendous physical power, accurate with the rifle, and certainly able to endure unbelievable hardships. He was perhaps proudest of the endurance shown when he escaped at sunrise from some Indian murderers by whom he had been captured, and journeyed more than four days to safety on but a single meal.

LESSON 29

....**surely:** Sure+ly. Lesson 18.
....**conquer:** (*er*). The officers of the conquered Kaiser.
....**unanimous:** Pronounce it. *Unus*+*animus,* one mind.
....**later:** One *t*. Congratulate us later.
....**definite:** (*ite*). Definite is opposed to infinite.
....**appear:** (*pp*). The apparition appeared to approach.
....**barbarous:** (*bar*). **Bar** the immigrant who is barbarous.
....**elliptical:** (*ell*). Having the form of an **ell**ipse.
....**peaceful:** One *l*. Lesson 18.
....**purpose:** (*pur*). Pronounce it. He **pur**sued his **pur**pose.
....**luxuries:** (*xu*). Connect with luxuriant.
....**complementary:** (*ple*). A complementary angle.
....**whistle:** (*wh*). Winds whistling, leaves whirling.
....**huge:** (*ge*). Refuge from the huge deluge.
....**shadow:** (*sh*). **Sh**ade and **sh**adow.
....**dilapidated:** (*di*). Lat. *di,* apart, +*lapidare,* to throw stones. Walls **di**vided and **di**lapidated.
....**victorious:** (*ous*). Lesson 17.
....**divine:** (*di*). Moses by **di**vine **di**rection **di**vided the waters.
....**practice:** n. and v. Ends in *e*.
....**substitute:** (*tute*). Pronounce the last syllable. A resolute substitute.

EXERCISE

In 1775 Samuel Johnson was by unanimous consent the foremost of English writers. He was a huge man with untrained and even somewhat barbarous manners. He appears never to have conquered a fear of death, or rather of divine judgment; but, though peaceful by nature, he had surely immense physical courage. In the shadow of a dark street he was attacked by four dilapidated men, but held them off till help appeared. At another time, when an actor intended to ridicule him on the stage, he immediately sent out to buy a huge stick with the definite object of punishing the man. He learned later that the actor had decided to substitute some inoffensive play instead of the ridicule intended.

LESSON 30

Review Lessons 25-29

STANDARDIZED TEST NO. 11

Test No. 11 on page 102 will show how completely you have mastered the material of Lessons 25-29. The teacher will read aloud Test No. 11. Then you will write the test, following the directions carefully, and entering your score in the space provided below the test.

LESSON 31

....**ascend:** (*sc*). The scene discloses as we ascend.
....**frightened:** (*i*). Slightly frightened.
....**incident:** (*ent*). An *incident* is an occurrence. It might be an *accident.*
....**border:** (*ord*). **Ord**ered to the Mexican **border.**
....**isn't:** Isn't, wasn't, won't be.
....**exhausted:** (*xh*). **Ex**hausted by the **ex**hibition.
....**families:** (*mili*). **Mili**tary **families.**
....**gaiety, gayety.**
....**adverbially:** Adverbial+ly. Pronounce it.
....**glorious:** (*ous*). Lesson 17.
....**shown:** (*ow*). I must be **shown how.**
....**bushel:** (*sh*). **Bush**els of berries in the **bush**es.
....**arrangement:** Arrange+ment. Lesson 18.
....**horizon:** (*zon*). On the hori**zon.**
....**laboratory:** Pronounce the five syllables. A place for *labor.*
....**mattress:** Pronounce the *tress.*
....**young:** Notice the beginning and the end; *y, g.*
....**influential:** (*tial*). Influential by means of fluent speech.
....**alcohol:** (*co*). Incoherent from alcohol.
....**knew:** (*k*). We **knew** the **knave.**

EXERCISE

I recall definitely it was on Wednesday that the incident occurred which frightened the younger members of the families on board, and too suddenly and completely ended their gaiety. We were watching a glorious sunset. A Connecticut sergeant whom we knew ascended the gangway and cried, "Isn't that a sail on the horizon? I've already shown it to the captain." It was merely a rowboat, but within was a seaman exhausted and on the border of total collapse. He was soon pulled aboard, immediately stretched on a mattress, revived with alcohol, and arrangements for his comfort were made below.

LESSON 32

....**mathematics**: (*em*). Pronounce the four syllables. Systematic mathematics.
....**chauffeur**: (*eur*). An amateur chauffeur.
....**accuse**: (*cc*). Accused of inaccurate accounts.
....**glimpse**: (*se*). A glimpse of Seattle.
....**compelled**: (*ll*). Lesson 23.
....**liquor**: (*or*). Liquor in the motor car.
....**entirely**: Entire+ly. Lesson 18. His audience was entirely enthusiastic.
....**accustom**: (*cc*). Accustomed to keep accurate accounts.
....**further**: (*fur*).
....**forfeit**: (*ei*). Forfeit the counterfeit coins.
....**cliff**: (*ff*). Stiff climbing up the cliff.
....**ground**: (*ou*). Safe and sound, he found the ground.
....**judgment**: (*dg*). Also spelled *judgement.*
....**intention**: (*tion*). The boys' intention was to tent.
....**buy**: To *buy* a book.
....**minimum**: A Latin word meaning *least. Minimum* price.
....**ordered**: Ordered to the border.
....**collapse**: (*ll*). The colliding cars collapsed.
....**ninety**: (*net*). Ninety cents net.
....**Japanese**: (*ese*). These Chinese and Japanese.

EXERCISE

When we become accustomed to accuse mathematics of being an uninteresting study let us think of the discovery of Neptune. An English mathematician and a French astronomer, by separate and entirely independent study were compelled to believe that further away than the farthest planet then known there circled in its regular and ordered course another planet, of which no man's eye had ever caught a glimpse from the beginning of time. The grounds for this judgment were that Uranus, the remotest planet then known, did not seem to move in its accustomed path when its position and movements were compared with those of ninety years before. The French mathematician wrote to a German observer desiring him to point his telescope at a certain point of the sky at a certain moment of time. There was Neptune!

LESSON 33

....**loss**: Dead boss, no loss.
....**service**: Sacrifice and service.
....**officer**: (*cer*).
....**approaches**: (*roach*). She was loath to approach the roach.
....**potatoes**: (*toes*). Potatoes and tomatoes.
....**lieutenant**: (*lieu*). One who holds a place in *lieu* of another.
....**adjectival**: (*val*).
....**mountain**: (*tain*). Fountains on the mountains.
....**nickel**: (*el*). A quarrel about a nickel.
....**slight**: (*i*). Slight but mighty.
....**collection**: (*ll*). A collection of college men.
....**principally**: Principal+ly. Pronounce four syllables.
....**shipyard**: A solid word.
....**athlete**: Pronounce it ath'lete.
....**plane**: Means *level* or *to make level.* Plane the plank.
....**handsome**: Ends in *e*. Handsome and wholesome.
....**critical**: (*cal*). Critical of impractical radicals.
....**bazaar**: (*aa*). Two *a's* and an *r* in a church *bazaar*.
....**socks**: (*cks*). Dick's black socks.
....**desperate**: (*per*). A desperate person.

EXERCISE

Johnny Poe, a handsome athlete of football fame, received an officer's commission, not as lieutenant but as general in the army of Honduras. After desperate fighting in the mountains, he found the rewards of service were so slight—the equivalent of sixty-four cents a day in American money—that he forfeited his commission and went to the shipyard with the intention of taking passage home. The captain was critical when Poe reported that he had fifty-four pieces of baggage, but relieved when he added that they consisted principally of fifty-two playing cards and a pair of socks bought for a nickel at a bazaar. With this odd collection he went aboard, and without loss of time sailed for home.

LESSON 34

....**extraordinary:** (*ao*). Lat. *extra,* beyond, +*ordo,* rule.
....**interrupt:** (*rr*). He in**terr**upts with in**terr**ogations. Lesson 17.
....**earnest:** (*ear*). adj. Adds to his **ear**ning by **ear**nest **lear**ning.
....**liking:** (*ki*). Lesson 25.
....**bury:** (*u*). **Bur**ied in Canter**bur**y.
....**gasoline:** One *s* as in *gases.* Also spelled *gasolene.*
....**written:** (*tt*). *Snowbound,* wri**tt**en by Whi**tt**ier.
....**Maine:** (*e*). Mai**n**e sardi**n**e factories.
....**sympathy:** (*mp*). Sym**p**athetic sym**p**toms. Pronounce the *p's.*
....**born:** Each eve and **morn** a babe is **born.**
....**flies:** Lesson 27. Tr**ies** to catch **flies.**
....**Thackeray:** (*ray*).
....**employee:** The labor nomin**ee** was an employ**ee.**
....**no one:** Write separate to prevent vowels coming together.
....**acquire:** (*acq*). **Acq**uiring new **acq**uaintances.
....**here:** adv. **Here, there** and everywh**ere.**
....**corporal:** (*cor*). Connect with **cor**ps of cadets.
....**implies:** Immigration into one country impl**ies** emigration from another. Lesson 27.
....**except:** (*xc*). All **ex**cellent **ex**cept him.
....**interrogative:** (*rr*). He in**terr**upts with in**terr**ogations. Lesson 17.

Exercise

Thoreau had written the account of his extraordinary life at Walden Pond when Thackeray came here on his second visit in 1855. Sympathy with his fellowmen was not one of the American naturalist's characteristics, yet Thoreau acquired a decided liking for the English writer. After his lonely life at Walden had been interrupted, he made his famous journey into the wilds of Maine. A born lover of the forest, and an earnest student of animals, he had acquired a complete indifference to luxuries and to all corporal discomforts. He would bury himself in a swamp, and lying there with his head surrounded with flies and mosquitoes, study the movements of the deer.

LESSON 35

....**existing:** (*exi*). **Ex**isting without **ex**ercise.
....**catch:** (*t*). Catch the latch.
....**governor:** (*ern*). Pronounce the following carefully: We recognize the gover**n**or as our candi**d**ate.
....**forehead:** Fore+head. A solid word.
....**consider:** (*si*). Con**si**der both **si**des.
....**hear:** v. You **hear** with your **ear**s.
....**laborer:** (*er*). Many labor**er**s are foreign**er**s.
....**supplies:** (*ies*). Fresh supp**lies** of p**ies**. Lesson 27.
....**mien:** Signifies general appearance and bearing. My niece's mien.
....**device:** (*de*). A new **de**vice for cutting ice.
....**perspiration:** (*per*). **Per**spiring during the **per**formance.
....**siege:** (*ie*). Lesson 22.
....**landscape:** A solid word.
....**element:** Pronounce L M N.
....**reference:** One *r*. Lesson 23.
....**fourth:** (*u*). **Fou**rth class.
....**monotonous:** Pronounce the four syllables. Four *o's*.
....**science:** (*sc*). **Sc**hools of **sc**ience.
....**propaganda:** (*pag*). Pronounce it and connect with pro**pag**ate.
....**shone:** (*one*). The fairest **one** the sun sh**one** on.

EXERCISE

A writer was fortunate enough to catch a glimpse of a little Scotch town at sunrise. He wrote, "It shone in the forehead of the hill like a jewel on a queen's brow." In its building that village had evidently been considered with reference to the landscape in which it was to become the chief element. The monotonous regularity of our existing country towns proves that at the time they were laid out the science of the planning of cities had scarcely been heard of. But propaganda with the intention of producing beautiful towns, of removing the unsightly advertising devices which spoil the approaches to them, and of providing seemly houses for all employees and laborers, is having its effect on the governors of our cities.

LESSON 36

Review Lessons 31-35

STANDARDIZED TEST NO. 12

Test No. 12 on page 103 will show how completely you have mastered the material in Lessons 31-35. The teacher will read aloud Test No. 12. Then you will write the test, following the directions carefully. Enter your score in the space provided below the test.

LESSON 37

....**leisure:** (*ei*). Lesson 22.
....**raised:** (*ai*). He raises grain for the main crop.
....**secretary:** (*cret*). Pronounce it. One engaged in private or secret matters.
....**propel:** One *l*. Like repel, impel, compel.
....**hurriedly:** (*ied*). Lesson 27.
....**dealt:** (*ea*). Fortune dealt him health instead of wealth.
....**offered:** One *r*. Lesson 23.
....**mournful:** (*u*). One *l*.
....**dying:** Means *expiring*.
....**lessen:** (*en*). To grow less.
....**dissipation:** (*ss*). Watch the *sip*.
....**wasted:** Haste makes waste.
....**stopping:** (*pp*). Lesson 23.
....**till:** *Till* evening.
....**campaign:** Ends in *n*. The Autumn campaign.
....**assassination:** Pronounce it, five syllables. One *ass* after another.
....**predominant:** (*ant*). Saxon descendants are predominant.
....**annual:** (*nn*). Lat. *annus*, year. Annual announcements.
....**one's:** To know one's self.
....**enormous:** Lat. *e*, out, +*norma*, rule. An enormous enemy.

EXERCISE

The laborer's importance and power were first impressed upon the consciousness of the classes of wealth and leisure by the Black Death. No war, no calamity, no campaign of assassination ever wasted Europe and dissipated its population like the disease which swept England in 1349. It received its name from the black spots raised on the bodies of the dying. Its blows were dealt with swiftness, for its victims collapsed within a few hours. Its annual toll during the three years when it was predominant was enormous, the plague not stopping till the population had been lessened by one half. Everywhere cemeteries were crowded. Prayers over the dying were hurriedly offered, if indeed there remained any to do the mournful office of christian service.

LESSON 38

....**scrape**: Ends in *e*.
....**rendezvous**: A solid word.
....**continually**: Continual+ly. Lesson 18.
....**carrying**: Pronounce the three syllables as you write them.
....**magazine**: (*z*).
....**unknown**: (*n*). Pronounce the final *n*. An unknown town.
....**sleeve**: (*ee*). Peeved at her short sleeves.
....**community**: (*mm*). A community of commuters.
....**ecstasy**: (*ecs*).
....**million**: (*ion*). A million in rebellion.
....**whenever**: A solid word.
....**outskirts**: A solid word.
....**shipbuilding**: A solid word.
....**recently**: One *c*. Recommended by his recent record.
....**procedure**: (*ced*). Cedric's procedure.
....**comma**: (*mm*). Don't comment on my commas.
....**household**: A solid word.
....**poisonous**: (*nous*). Lesson 17.
....**ancient**: (*ient*). Proficient in ancient languages.
....**several**: (*al*). Several generals and admirals.

EXERCISE

Whenever we are completely dissatisfied with the present we are likely to go into ecstasies over "the good old times." You can observe it continually in your own household and community. The idea is prevalent, particularly with grandfathers, that what is ancient is therefore excellent. Let us remember, nevertheless, that several present-day necessities were unknown in our forefathers' time. They lived without potatoes till the sixteenth century, and without soap till the seventeenth. Chaucer never saw a printed book, and the Pilgrim Fathers never read a newspaper or a magazine. Tomatoes were until recently considered poisonous. A lamp lighter used to pursue his rounds carrying a ladder; but our procedure now is to start a million lights throughout the city and its outskirts with the push of a button.

LESSON 39

....**melancholy**: (*cho*). Melan**cho**ly **cho**lera.
....**applies**: (*ies*). Lesson 27.
....**explanation**: (*plan*). The **plan** needs ex**plan**ation.
....**determined**: (*ter*). De**ter**mined to succeed this **ter**m.
....**opposite**: (*pp*). Our op**p**onents are op**p**osite.
....**nineteen**: Nine+teen. Lesson 26.
....**intelligent**: (*ll*). Tests to te**ll** who is intel**l**igent.
....**weigh**: (*ei*). The fr**ei**ght w**ei**ghs **ei**ght tons.
....**choice**: (*c*). A choice voice.
....**servant**: (*ant*). An import**ant** public serv**ant**.
....**suppressed** (*pp*). Saturday's su**pp**lement was su**pp**ressed.
....**discuss**: (*ss*). Your friends discu**ss** your succe**ss**.
....**permanent**: (*man*). Pronounce it. A per**man**ent **man**sion.
....**marriage**: (*ia*). Harry's marr**ia**ge carr**ia**ge.
....**resource**: Accent the second syllable: Re+source. The resources of a nation.
....**taught**: (*au*). Wild horses c**au**ght and t**au**ght.
....**countries**: (*ies*). Lesson 27. It appl**ies** to all countr**ies**.
....**author**: (*or*). Th**or**eau is the auth**or** of *The Maine Woods*.
....**personal**: (*al*). Sever**al** capit**al** person**al** anecdotes.
....**persuade**: (*per*). **Per**haps we can **per**suade him to **per**form.

Exercise

Among histories of permanent value and importance one of my first choices would be Motley's explanation of how the Low Countries won their independence. The author of necessity has to discuss the personal character, the remarkable courage and resource, and the melancholy fate of that great servant of his people, William the Silent. At nineteen he was an intelligent counsellor of state, able to weigh opposite opinions; but he was even then not too young to give advice, and never grew too old to receive it. This early experience taught him the wisdom which he applied later, when, being persuaded that the time had come to strike, he determined to use every resource that his country should become free. "As long as he lived," says Motley, "he was the guiding star of a whole brave nation, and when he died the little children cried in the streets."

LESSON 40

....**shining:** One *n*. Shining rays of the declining sun.
....**neighbor:** (*ei*). Eight weighty neighbors.
....**intelligence:** (*ence*). Excellence gained by intelligence, prudence, and diligence.
....**planned.** (*nn*). Lesson 23.
....**fiery:** (*ie*). A fierce fiery mien.
....**concerning:** (*nc*). Conceit concerning the concert.
....**hurrying:** Pronounce the three syllables as you write them.
....**righteousness:** (*te*). Courteous, piteous and righteous.
....**likelihood:** Like+ly, Lesson 18; likely+hood, Lesson 27.
....**valleys:** (*eys*). Journeys through valleys.
....**explain:** (*ain*). Explain what is not plain.
....**birth:** (*i*). Birth of Christ.
....**recommend:** One *c*. Re+commend, Lesson 17.
....**enveloping:** (*pi*). Lesson 25.
....**sincerity:** (*rit*). Sincerity of the minority.
....**aggravate:** (*gg*). Aggravated by constant aggression.
....**women:** (*e*). Contains *men*.
....**accidentally:** (*tal*). Pronounce five syllables, not omitting the fourth.
....**between:** A solid word.
....**hoping:** Lesson 25.

EXERCISE

There is much difference of opinion concerning Mars, one of our nearest neighbors in the solar system. About every two years this planet becomes a brilliant object in the sky, shining with a somewhat fiery color. The telescope shows snowcaps, with their arctic mountains and valleys, enveloping either pole. An American astronomer noticed parallel lines with so-called "canals" between, so regular that he thought they did not occur accidentally but must be explained as having been planned by some rational judgment and intelligence similar to man's. There is, however, little likelihood that men and women like us could live on Mars. Another American observer discovered that the planet possesses two minute moons, one of which goes hurrying across the face of Mars three times a day.

LESSON 41

....**fare**: The five cent **fare** is getting **rare.**
....**college**: (*lege*). Col**lege** is a privi**lege.**
....**troops**: **Troops** of children with **hoops.**
....**busy**: One *s*.
....**customer**: (*cus*). **Trus**ted **cus**tomers.
....**prominent**: (*ent*). Prominent for Presi**dent.**
....**readily**: (*read*). His writing is **readily read.**
....**formally**: Formal+ly; Lesson 18. In a *formal* way.
....**forgotten**: (*for*). Two *t's.*
....**khaki**: (*kh*). **Kh**edives in **kh**aki.
....**site**: (*s*). Means situation. The size and **site** of Seattle.
....**theater**: Accent the *e*. He**a**ters of the**a**ters.
....**repetition**: (*pet*). Pronounce it, remembering com**pet**ition, **pet**ition.
....**conscious**: (*nsc*). **Conscious** of one's **conscience.**
....**eighth**: (*hth*). Add an *h* to *eight.*
....**stomach**: (*ch*).
....**apparatus**: (*par*). **Par**ade of fire app**ar**atus.
....**candidate**: (*did*). Pronounce the middle syllable. Our can**did**ate **did** his part.
....**exceed**: (*ceed*). If in**deed** you would succ**eed**, learn to spell exceed, proceed.
....**negroes**: (*oes*). Little neg**roes'** **toes.**

EXERCISE

The khaki-clad troops, white men and negroes, have formally disbanded, and their work will not readily be forgotten. The people everywhere are conscious that if there occurred a repetition of such a conflict as the past one, its horrors and its destruction would far exceed any which we have experienced, or any that we can easily imagine. It is therefore only common sense that the propaganda against militarism, and the search of some apparatus to prevent war should extend to our parliaments, our colleges, and even our theaters. It is well enough to decorate soldiers' graves and the site of battlefields; let us busy ourselves rather that we shall not have others to decorate. It should fare ill with any candidate for office, however prominent, who advocates a policy of aggression.

LESSON 42

Review Lessons 37-41

STANDARDIZED TEST NO. 13

Test No. 13 on page 104 will show how completely you have mastered the material in Lessons 37-41. The teacher will read aloud Test No. 13. Then you will write the test, following the directions carefully. Enter your score in the space provided below the test.

LESSON 43

....**couldn't:** The apostrophe slips into the *o's* place.
....**search:** (*ea*). We're in **search** of learning.
....**attacked:** Pronounce it; two syllables only.
...**adviser:** (*er*). Advis**er** of the mis**er.**
....**football:** A solid word like baseball, basketball.
...**intelligible:** (*gi*). Pronounce it. Be audible and intelligible.
....**stationery:** (*ery*). What you need for *letters.*
...**coolly:** Cool+ly, Lesson 18.
....**paraphernalia:** (*pher*).
....**wholly:** (*ll*). Lesson 26.
....**unconsciously:** (*nsc*).
....**evidently:** Evident+ly. Pronounce it, four syllables only.
....**chose:** (*o*). Yesterday I **chose** those hose.
....**immigration:** (*imm*). *In,* in, +*migrare,* to migrate. Lesson 20. It is the coming *into* a country.
....**attendant:** (*ant*). She had a serv**ant** as her attend**ant.**
....**parliament:** (*a*). Write the *a* but don't pronounce it.
....**different:** (*ent*). Excell**ent** and intelligent men form different judgments.
....**awful:** (*wf*). Lesson 26.
....**enemies:** (*em*). N M E; *ies* in accordance with Lesson 27.
....**present:** (*pres*). A **present** for the **Pres**ident.

EXERCISE

Macaulay couldn't believe that a government wholly democratic could long endure. His search of history led him to the intelligible view that the American republic, like the Roman, would be finally attacked and awfully plundered by barbarians, with the difference that our enemies would come from within. Huxley was an adviser who thought more coolly. He said that it is evidently for the benefit of the world if our experiment succeeds, so long as righteousness is attendant on success. Indeed, the one indispensable condition of success is the excellence and worth of the individual citizen, and his ability to form honest opinions and to exercise independent judgment. A democracy will fail if its parliament or senate allows great questions like the present problem of immigration to become the football of politicians.

LESSON 44

....**capitol:** (*o*). Means chief building. Some **capitol**s have domes like *o's*.
....**brief:** (*ie*). Lesson 22.
....**ingenious:** (*ious*). Cau**tious** and ingen**ious.**
....**prescription:** (*pre*). What the doctor **pre**scribes.
....**career:** One *r*. Take **care** in choosing a **career.**
....**stationary:** (*a*). adj. The suffix of the adjective has *a*. A stationary part.
....**quiet:** (*ie*). The doctor prescribed **quiet** and a milk **diet.**
....**journey:** (*ney*). A journ**ey** through a valley.
....**color:** Brown **color** of the sail**or.**
....**beauty:** (*eau*). *Beau* Brummel.
....**either:** (*ei*). We'll rec**ei**ve **ei**ther.
....**effective:** (*ff*). Connect with **ff**ort, **ff**iciency.
....**against:** (*ai*). Complaint **against** raising the rent.
....**gases:** One *s* as in gasoline.
....**distinctly:** (*ctly*). Distinct+ly. Pronounce and write the final *t*.
....**counsel:** n. and v. Means to advise, or the advice given. A morsel of good counsel.
....**brought:** (*ou*). The th**ough**t br**ough**t happiness.
....**perseverance:** (*ance*). Endur**ance** and persever**ance** overcome every hindr**ance.**
....**extension:** (*s*). Connect with tense, tension.
....**peaceably:** (*cea*). Lesson 26.

EXERCISE

A brief change of scene brings the most effective relief to such weariness as is brought on by too great perseverance in one's business or profession. Our ingenious doctor had written an agreeable prescription—large supplies of gasoline, a chauffeur, and a quiet motor journey. No one was disposed to murmur at his counsel; we acted on his advice peaceably. Good weather had already brought us far on our way, and in the last stage of our career we were pursuing a new extension of the highway through a country of extreme beauty. On either side of the road which we were descending farmhouses slept in the valley or stood out distinctly against the forests, already beginning to take on the color of Autumn. In the distance shone the capitol at Washington.

LESSON 45

....**confident**: (*e*). I went confi**dent**ly to the **dent**ist.
....**negro**: (*o*). **Lo**! an albi**no** **negro**.
....**accept**: (*acc*). Pronounce the ac. **Acc**ustomed to **accept**.
....**library**: (*ra*). Pronounce the *bra*. **Bra**nch **libra**ries.
....**fashion**: (*ion*). The silk cush**ions** now in fash**ion**.
....**moving**: (*vi*). Lesson 25.
....**evening**: (*ev*). **Ev**ery **ev**ening.
....**bureau**: (*eau*). **Beau** Brummel's bu**reau**.
....**outline**: A solid word.
....**foretell**: (*fore*). **Fore**told by our **fore**fathers.
....**system**: (*sys*). **Sys**tery of the **sys**tem.
....**berth**: (*e*). Upper *berth*.
....**league**: (*lea*). Leaders of the **league**.
....**restaurant**: (*tau*).
....**forth**: Go **forth** and show your **worth**.
....**growth**: (*ow*). Slow **growth**.
....**expletive**: (*let*). An out**let** in expl**et**ives.
....**aren't**: Apostrophe in place of the *o*.
....**preparatory**: (*rat*). Lat**in** at prepar**a**tory school.
....**consented**: One *s*. At present we consent.

EXERCISE

"We aren't ready for it. It can't be done. It won't work." It's the fashion to utter such speeches whenever a new idea is brought forth. When a few far-sighted engineers were confident that the continent could be spanned with leagues of steel, the politicians were quick to foretell failure, and to recommend importing camels for the carriage of freight across the American plains. "Imagine engines moving twice as fast as horses!" said the gentlemen of the road bureau. "How can we accept a light unless it is equipped with a wick?" said the men of experience to the amateur Murdock when he proposed his system of lighting London with coal gas. There were some who hardly consented to the gift which founded Harvard, and others who despised the proffered library which proved to be the beginning of the growth of Yale.

LESSON 46

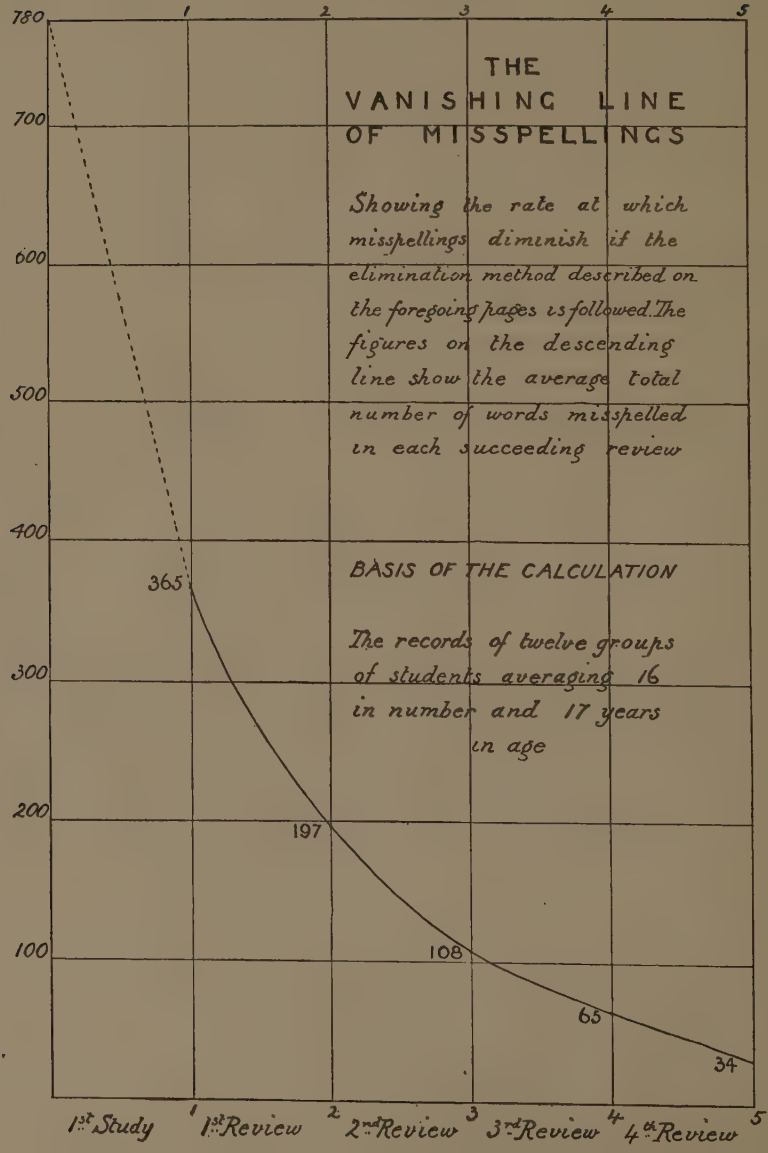
....**grievous:** (*vous*). Two syllables only. Grievous and mischievous.
....**aerial:** (*aer*). Aerials on aeroplanes.
....**carburetor:** (*ret*). Pronounce the *ret;* car bu ret or.
....**nobody:** A solid word.
....**writer:** One *t*. Pope, a spiteful writer.
....**ineligible:** (*eli*). Ineligible to play for Eli.
....**coarse:** (*oa*). A coarse hoarse speaker.
....**newspaper:** A solid word.
....**opponent:** (*pp*). Our opponents are opposite.
....**colonel:** (*colo*). A colored colonel.
....**solemn:** (*em*). Condemned by a solemn judge.
....**belief:** (*ie*). Lesson 22.
....**pleasure:** (*ea*). Connect with please, pleasant.
....**Ireland:** (*re*). Ireland on fire.
....**in spite of:** Three separate words.
....**resemblance:** (*ance*). A resemblance to Francis.
....**familiar:** (*liar*). Connect with peculiar.
....**courteous:** (*te*). A squire courteous and bounteous.
....**desert:** One *s*. It is both verb and noun. As a verb: One who deserts his trust deserves no confidence. As a noun: The Mohave Désert is in California.
....**which:** (*wh*). Which is which?

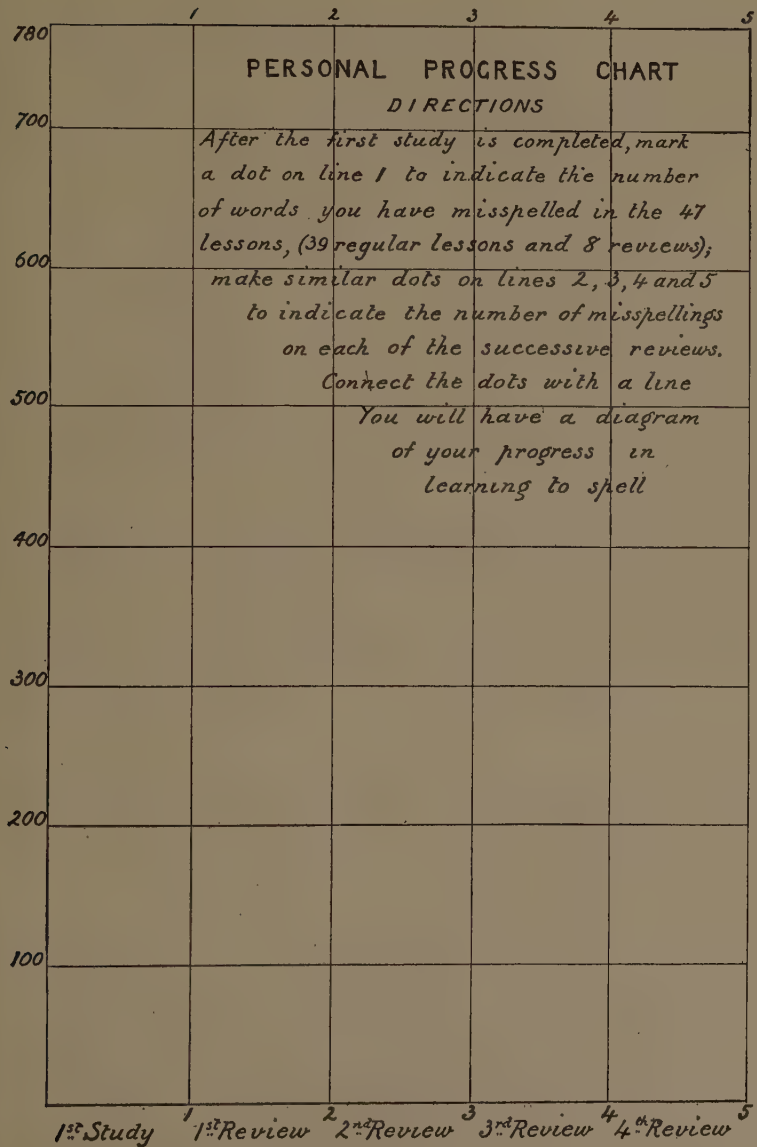
Exercise

In 1900 nobody except a few enthusiasts had any belief in the marvelous power f certain gases mixed by means of a carburetor. There was hardly anyone in America anufacturing automobiles. Solemn writers in newspapers advised against the grievous anger to traffic which would occur if the horseless carriage were generally manu- actured and maneuvered through the crowded thoroughfares. Later the Wrights began ashioning planes in resemblance to birds' wings. In spite of the fact that they made nort aerial flights familiar to us, their opponents were numerous and powerful. But hose life has not been influenced by the development of the gasoline motor, the eroplane, and more recently wireless communication? Deserts are explored, oceans re crossed by aerial flights; and sitting at our cozy firesides we can listen to hakespeare's tragedies or to some one speaking in Ireland.

LESSON 47

(Review of Lessons 43-46)




1
2
3
4
5
780
700
600
500
400
300
200
100
PERSONAL PROGRESS CHART
DIRECTIONS
After the first study is completed, mark a dot on line 1 to indicate the number of words you have misspelled in the 47 lessons, (39 regular lessons and 8 reviews); make similar dots on lines 2, 3, 4 and 5 to indicate the number of misspellings on each of the successive reviews. Connect the dots with a line You will have a diagram of your progress in learning to spell
1st Study
1st Review
2nd Review
3rd Review
4th Review

LESSON 48

Lessons 48 and 49 review the words most commonly misspelled in writing about sentences and their constituent parts. Lesson 48 deals mainly with sentences and their structure; Lesson 49 with words and their relations.

independent
principal
grammar
dependent
modifies
subordinate
clause
prepositional
phrase
modifying
coherence
adverbially
adjectival
sentence
interrogative
comma
modifier
colloquial
elliptical
declarative

EXERCISE

In the sentences which follow pick out the principal statement and the dependent clauses; a clause used adverbially; an interrogative sentence; a prepositional phrase; an adjectival clause; an elliptical sentence; a phrase modifying a verb; a declarative sentence. In each case write your answer in the form of a complete sentence.

When he saw the first signs of daybreak, he went to the spring by the great rock, which they had chosen in the previous year for a landmark of their camp. What was that? A mink at the fish perhaps.

LESSON 49

(Review of grammatical terms)

comparative
possessive
noun
pronoun
auxiliary
nominative
genitive
antecedent
accusative
complementary
conjunction
expletive
personal
indefinite
positive
present
infinitive
relative

EXERCISE

In the following sentences pick out an adjective in the positive degree; a noun in the possessive or genitive case, an auxiliary verb, a pronoun in the accusative case, a subordinating conjunction, an expletive, a personal pronoun in the possessive case, a verb in the present tense, a relative pronoun, an adjective in the comparative degree, a noun in the nominative case; the antecedent of a pronoun; an indefinite pronoun. Write each answer in the form of a complete sentence.

It was a warm evening in early June. When John had carefully inspected his fishing tackle, he neatly folded and strapped up his younger brother's two-man tent. There are some to whom the call of the streams and the forests is more compelling than any other.

LESSON 50

PROPER NAMES

Lessons 50 and 51 review the proper names most frequently misspelled. The misspellings of the twenty words in the present lesson alone account for 60 per cent of all the misspellings of proper names observed. They are arranged in the order of the frequency of misspelling.

Shakespeare, Shakspere	**American**
Dickens's	**Indian**
Coverley	**Britain**
Eliot	**Bassanio**
Jew	**Macaulay**
Caesar	**Shakespearean, Shaksperean**
English	**Connecticut**
French	**Dunstan**
Latin	**Arthur**
Massachusetts	**Thackeray**

Exercise

Transcribe the following sentences as a preparation for writing them from dictation. Underscore titles of books.

Jaques is a character in Shakespeare's As You Like It. Dunstan is the squire's second son in George Eliot's Silas Marner. Thackeray brings American Indians into his novel The Virginians. King Arthur is the king of Britain in The Idylls of the King. The first volume of Macaulay's History of England was published one year before Dickens's David Copperfield. Brutus, Cassius and Antony are characters in Shakespeare's Julius Caesar.

LESSON 51

PROPER NAMES

Misspellings of the proper names in this lesson account for 15 per cent of all the observed misspellings of proper names.

Bible	**Japanese**
Raveloe	**Philippines**
Napoleon	**Scotch**
Iliad	**Shylock**
Maine	**Addison**
Matthew	**European**
Israelites	**Macbeth**
Italian	**Ulysses**
Odysseus	**Eppie**
Nerissa	**Tennyson**

EXERCISE

Carefully transcribe the following sentences as a preparation for writing them from dictation. Underscore titles of books.

One of the most interesting of Shakespeare's characters is Shylock, the Jew in The Merchant of Venice. In this play Bassanio marries Portia, and Gratiano marries Nerissa. Both Addison and Steele wrote papers describing Sir Roger de Coverley. The second book of the Bible tells of the wanderings of the Israelites. Odysseus or Ulysses is one of the chief heroes of the Greek poem, The Iliad. In Shakespeare's play, Macbeth murders Duncan the Scotch king. Life in Raveloe, where the child Eppie grew up, still felt the effects of the wars of Napoleon. There are many Japanese in the Philippines.

STANDARDIZED TEST NO. 14

Test No. 14 on page 104 will show how completely you have mastered the material in Lessons 43-51. The teacher will read aloud Test No. 14. Then you will write the test, following directions carefully. Enter your score in the space provided below the test.

FIFTY WORDS WHICH WOULD CAUSE TROUBLE BUT FOR THEIR ALTERNATE FORMS

abridgment (*abridgement*)
acknowledgment (*acknowledgement*)
advertisement (*advertizement*)
apologize (*apologise*)
blamable (*blameable*)
cancelation (*cancellation*)
canceled (*cancelled*)
conjurer (*conjuror*)
delible (*deleble*)
develop (*develope*)
development (*developement*)
diagramming (*diagraming*)
dialogue (*dialog*)
draught (*draft*)
enclose (*inclose*)
envelope (*envelop*)
epilogue (*epilog*)
equalled (*equaled*)
fertilize (*fertilise*)
fulfil (*fulfill*)
gaiety (*gayety*)
gauge (*gage*)
gipsy (*gypsy*)
hypnotize (*hypnotise*)
idyl (*idyll*)
indelible (*indeleble*)
indorse (*endorse*)
instalment (*installment*)
judgment (*judgement*)
labeled (*labelled*)
lodgment (*lodgement*)
marvelous (*marvellous*)
medieval (*mediaeval*)
merchandise (*merchandize*)
moustache (*mustache*)
phantom (*fantom*)
phlegm (*flegm, flem,* etc.)
preterit (*preterite*)
resistance (*resistence*)
salable (*saleable*)
siphon (*syphon*)
skilful (*skillful*)
surprise (*surprize*)
sympathize (*sympathise*)
theatre (*theater*)
today (*to-day*)
traveler (*traveller*)
visitor (*visiter*)
woolen (*woollen*)
wilful (*willful*)

STANDARDIZED TEST NO. 15
A GENERAL TEST OF SPELLING ABILITY

Test No. 15 on page 105 will show how completely you have mastered the material presented in this book. After the teacher has read aloud the sentences in Test 15, you will write the test, following carefully the directions given. Enter your score in the space provided below the test. If you wrote this test before beginning the study of this book, you will now have a measure of the spelling progress you have made.

TWENTY-FIVE ADDITIONAL DICTATION EXERCISES
Following in General the Order of the Material in Part II

Exercise 1

Those two principal acquaintances of yours aren't any longer together in the ammunition business. Immediately before our declaration of war occurred, they had separated pleasantly, both believing that if they were independent they would be more likely to receive the rewards of their self-sacrifice, and the benefits of their long-delayed promotion.

Exercise 2

I acknowledge that I wasn't surprised to find that forty-four of our most successful college-trained athletes should choose the government aeroplane service. One could foresee even before the beginning of the struggle that such men would place the country's safety before their welfare, their possessions, and even their existence. Wherefore they would not lose the never-returning opportunity, but, disciplined and equipped to fight, they took the way that led "Over there," occasionally to glory, but too frequently to death.

Exercise 3

This little sentence, "Age precedes beauty," formerly spoken by Ernest now truly appeared almost in the nature of a prophecy. For without a minute's warning, a rusty, broken-winded automobile burst upon the scene, with a beautiful up-to-date Packard in pursuit. "They're coming," some one shouted. "Great Scott! They've left the road." But before any attempt at assistance could be effected, both cars had disappeared across the ridge that stretches to the height.

Exercise 4

There or thereabout was the villains' closely guarded cave in an excellent position, desirable alike for defense and aggression.

"All right," he said. "It doesn't matter. I've decided."

These were Shaw's last words as he went forward running, on that weird commission. On this occasion so completely was he bent on his ill advised maneuver, that no argument could affect him, no appeals to common sense could restrain him from the course he had definitely laid out for himself.

Exercise 5

I won't attempt to describe the self-sacrifice of that chosen English battalion. Imagine them coming like lightning across the plain against the enemy's third-line position to the northeast. Success would be everything, failure would be altogether a tragedy. The occasion was one demanding morale, not merely hot-blooded physical courage. You can't conceive a grander or more soul-inspiring spectacle than that charge of Colonel Scott's regiment of the guards.

Exercise 6

A religious English lady who was almost losing her hearing was pursuing her travels among the mountains of Scotland. One afternoon, thoroughly exhausted, she stopped at a village church; and perceiving that a service was about to begin, she naturally sought the privilege of worship with her ever-present trumpet held close to her ear. The sexton's subordinate, who considered himself to be on guard, had never seen such a wonderful and strange-looking instrument before. He approached the innocent visitor, and wagging his forefinger at her whispered, "One toot o' that and you're oot."

Exercise 7

A large-muscled woman sergeant with divided skirts, who had served in the Serbian forces, described to us the financial and material needs of her adopted country, and aroused us to an enthusiastic and conscientious effort to aid. We sometimes do not realize to the extreme a nation's despair, when, seized upon in the course of war by enemies from without, she looks toward the sources of efficient help in friendly and interested countries, only to be disappointed.

Exercise 8

The road to the capital forty-four miles away stretched quite straight before him. Through a corner of the tent mosquitoes came swarming until it was impossible to remain. Finally he reached the decision to break camp.

Haven't the preceding events of your life sometimes passed rapidly into mind, something particularly trivial perhaps putting more important matters entirely out of remembrance? Thus the half-crazy trapper's brain kept revolving around a single phrase of his rabbit-hunting childhood:

"Trapping's no go
Till the first fall of snow."

Exercise 9

Frequent criticism of the old-fashioned village schoolmaster appeared to warrant the superintendent's visit to the school while the pupils were studying. He tried to discover what instruction had been omitted and wherein it had failed, by means of careful questions.

"My friend, your schoolmaster," he said, "can accomplish a piece of work alone in five days, and I can perform it alone in six. In what time may we be expected to accomplish it if we work together?"

For the discussion of this problem practically no one volunteered.

"What's your opinion, Napoleon?" asked the superintendent.

The boy's reply seemed to his friends irresistible.

"You couldn't be expected to do it at all, sir. You'd both sit around and tell fish stories."

Exercise 10

At present there seems to be a tendency in the teaching profession to regard with distrust any study which is not attractive to the schoolboy. Even if it were true that there is scarcely a present-day student who is not loath to read the Latin account of Catiline's conspiracy, we should deceive ourselves if we concluded that the careful study of a foreigner's language—conjunctions, modifiers and clauses—is a futile achievement. It is significant that the governors and heroes through whom Britain has fulfilled her destinies were trained to their profession through the language of Cicero.

Exercise 11

Though one can't say that Silas's genius lay in the direction of medicine, he was apparently studying to be a doctor. He inclined to activities not in the curriculum, and the authorities soon perceived evidences of loose conduct, which were strengthened by definite indications of drunkenness. The professors themselves were unanimous in recommending a compulsory suspension. No one can look today at the noticeably awkward out-at-elbows figure shambling to his apartment, without reflecting on the boy's original folly in tasting what he knew he could not control.

Exercise 12

The explorer's ship had now fought her way through the ice, though not without the loss of rudder and propeller. It had been her captain's foremost desire to climb, at some time in his life, the magnificent arctic highlands to the northwest. But such cold as they now endured none of the captain's corps of assistants had ever experienced outside a laboratory. Necessity further compelled them to face the prevalent winds, which swept everything clear on that extensive snow-covered plateau, where Gordon, though deceived by his incompetent guides, had made his well-nigh victorious struggle to reach the pole.

Exercise 13

Influential interests controlling the Connecticut shipyard endeavored to provide for the wants of the horde of employees. They allowed no wish to economize to interfere with the construction of permanent dormitories, and places for exercise and innocent amusement. Isn't it almost inconceivable that among these employees one could be discovered mean enough to accomplish the destruction of the shipbuilding plant? He had been born in Australia, wore purple socks, and was absolutely the most close-mouthed person ever found outside of a cemetery.

Exercise 14

Starting from Professor Fox's camp in a quiet village in Connecticut, we had journeyed forty-four miles to that part of Massachusetts which its citizens sometimes consider to be the foremost civilized community. Then we pursued our way through a busy town, monotonous with the rhythmic and mournful humming of industry, filled with monstrous machinery, a million laborers, and an enormous number of ill ventilated private saloons, privileged by the cautious and poisonous courtesy of politicians. But now we were compelled to climb toward a break in the magnificent range of exhilarating mountains glistening in the distance; and we were soon moving again over level ground on a miniature prairie. Here I found my friend, the extraordinary gray-haired playwright, who, weighed down by a characteristic New England conscience, had deserted the stage and was now studying Latin and growing beets.

Exercise 15

One Saturday during February, when the critical time approached for the operation of the prohibition law, a French officer on the agreeable occasion of his marriage was driving to church. The assembly was brilliant, and the collection of flowers as beautiful as money could buy. Unfortunately, just as the minister had completed the necessary interrogations, a radical prohibitionist interrupted further proceedings by shouting aloud, "I've found twenty-five quarts of alcohol in this officer's automobile."

The clergyman was at a loss—speech failed him. But the French lieutenant controlled himself admirably, and merely bowing to the audience, soon disappeared with his liquor and his bride beyond the horizon.

Exercise 16

Rapidly ascending the steep road amid a cloud of dust, we stopped our engine at the bazaar, and waited for twenty-one gallons of gasoline. Among the barbarous-looking people who surged around, Indians were the predominant element. A dark-colored figure in a corporal's uniform approached, and earnestly begged a nickel towards his railroad fare. As he stood balancing himself on crutches and waving an empty sleeve, something about his face suggested a mental comparison with my college friend Knox's features. To think that five cents should now be valuable to that great Shakespearean scholar!

Exercise 17

In disagreeable weather but in complete safety we journeyed from Colonel Gates's camp ninety-five miles as the crow flies, into that part of Great Britain where the huge factories and furnaces are located. We passed populous cities and enormous industries with smoking chimneys filling the air with their poisonous gases, and heard all around us the whistling of engines and the monotonous rumbling of freight trains. Here hard-working men and women were pursuing their accustomed crafts, manufacturing laces, silks, fine cloths, and many of the luxuries of the country. Everywhere was the repetition of these evidences of the extraordinary development of modern industrial science.

Exercise 18

On Wednesday afternoon I accompanied my niece through the outskirts of the college town, toward the site of the new stadium. As we approached the immense and impressive structure, we found ourselves among a hurrying horde of young Americans, all bent on amusement. We were within the shadow of the stadium itself before we received from an incoherent sophomore the disastrous news. In a moment my niece's ecstasy of anticipation was destroyed.

"Mercy, uncle!" she cried. "Professor Fox's son Bob, first-string substitute for fullback, has been declared ineligible. We'd better go home."

Exercise 19

One can scarcely exaggerate a Frenchman's patriotism. The colonel of a prominent regiment lay dying in the chimney corner of a ruined cottage. He considered it advisable to relieve his conscience and express his last wishes formally upon a piece of soiled stationery in his pocket.

"All my relatives," he wrote, "have already laid down their lives for their country, and my wife can readily support herself. My chief desire is that the government shall devote to the manufacture of ammunition all the salary due me, except twenty-five francs. It will please me if LeBlanc, the laborer, will have the courtesy to accept this sum. I have inconvenienced him by dying in his cottage."

Exercise 20

Again with his accustomed persistency the handsome prince went forth on his annual quest for the divine princess. Again the witch, stopping him as he was passing hurriedly through the mysterious forest, offered him counsel in the search. "You stayed last time," she said, "and surely it is permissible now." But the prince replied:

"I am compelled to fight in this campaign by the governor's orders, and I should surely lack courtesy if I despised them, or allowed any hindrance to interfere."

So saying, he passed on to the siege.

Exercise 21

Almost unconsciously the sensitive boy had altered. Jones's evil advisers had led him into a life of deceit and accustomed him to dissipation, so that several of his friends predicted awful consequences. But none dreamed that at nineteen he would become a murderer. A band of evil-minded negroes, intent on some scheme of robbery, attacked him late Wednesday night. He brought them to a standstill by shouting, "Let me speak." But they would not hear. Losing all power of self-control, he made a vicious attack on the leader, and killed him on the spot.

Exercise 22

There was an immense hole called "The Witches' Paradise" near the site of the dilapidated schoolhouse. That afternoon forty-seven girls from the dormitory, during the absence of the headmistress, made an impressive agree-

ment to meet at the mysterious place. In due time they were assembled, and in a midnight silence were stopping for breath. Because of the moonlight and the desolate ruins, the young ladies' resolution was already somewhat shaky. As they crowded together, aghast and awe-stricken, they seemed to hear an intense and distinct murmur. It was Kate Lewis's remark, however, which finally unnerved them, and sent them hurriedly homeward.

"Here's the place," she whispered, "where occurred the assassination of our classmate, the professor's handsome niece."

Exercise 23

So positive was I concerning the young lady's identity, that I asked her if she would mind writing her present and permanent address opposite the name which I thought was hers. This request did not appear, nor had I planned it to be, humorous, but I noticed that she hid her face in her handkerchief and dissolved in an irresistible succession of giggling chuckles. With a little well directed perseverance I drew from her that the name was not hers but that of a famous beauty, the descendant of the Wheelers of Philadelphia. The strong resemblance had completely deceived me.

Exercise 24

During our eighth go-as-you-please journey through the Balkans, with the British consul's assistance we visited various countries for the purpose of studying their boundaries. We found the Bulgarians full of compliments, sympathetic, yet superstitious and very shrewd. With their encouragement we easily made a summary of their written records, only to find later that they had quietly appropriated the valleys containing the greatest mineral resources of their neighbors.

Exercise 25

An ambitious and ingenious sophomore recently wrote a brief on the question of universal negro suffrage. He had evidently obtained most of his material not from personal experience but from a library bureau. He admitted that a preference for one's own race is natural to all people, but he urged us to practise charity toward all. He was especially effective in recommending a repeal of those grievous and mischievous laws, which, adopted against their consent, had oppressed the negroes in some of the beautiful mountainous regions to the southwest.

EXERCISES IN ACCURATE CORRECTION

The three following pages contain exercises in the application of the rules and principles learned. *They do not contain misspellings of catch words, homonyms, etc.,* but only such commonly occurring mistakes as can be remedied by the application of the principles enumerated in Part I. The application of nineteen rules and principles will correct all but a very few of the 282 mistakes which occur in the eight exercises. See if you can catch every mistake in a given exercise, and know the principle or rule which applies in each case.

Exercise 1

On the twenty eighth of may ninteen hundred and twenty one, we saw the english war ship dissappear from view to the north east. Every body was begining to be come used to the motion of the old fashioned steam ship, and we our-selves were now able to admire the glorius sun-sets and the beautifull effects of the moon-light upon the peacefully moveing water. Occasionally an ice berg could be seen shinning in the distance, and then came prophecys of strong winged tempests and draging anchors.

The above exercise contains 26 mistakes. I have corrected .

Exercise 2

Unfortunatly we had not been permited to pass out-side of the town to the releif of our long forgoten freinds to the north west. They some-times thought that they would be finaly compeled to resort to the swiming of the river now rapidley riseing to an ominus height. But the plentyfull provisions had been entirly exhausted, and it was self evident that even the stout hearted garrison its self was at the end of it's strength. But the ladies quarters and the childrens enclosure were still patroled faithfuly by twenty eight english officers.

The above exercise contains 26 mistakes. I have corrected .

Exercise 3

The foot prints un-doubtedly led to-ward the north-west. It apeared likly to the pursueing indians guides that the twenty five english pioneers hadnt realy been hurring them selves, for they had stoped here and there for a breif counsel. In all liklihood they had been some how completly un-conscious of pursuit, for they had droped their packs on the ground, and at one peacefull spot be-neath an over hanging rock they had built a rough hewn shelter and a fire place of sand stone.

The above exercise contains 28 mistakes. I have corrected .

Exercise 4

Jerry, the fisher-mans son, stood in sulleness on the sea shore stareing at the marvelus blood red clouds. He percieved that the slowly riseing sun was dispeling with it's earlyest rays the mist, which, though it seemed to be scarcly moveing, yet was constantley revealing to the south east the imense salt meadows covered with the new mown hay. Someone had hauled up jerrys boat

along side a weather beaten rock twenty four feet a-bove low water. It was un-doubtedly the handywork of some would be joker, who's purpose had been to successfuly acheived; for as jerrys shot gun lay on the beach, you could already hear the sound of ducks wings, as the beautifull birds came shooting a-round the point to-wards the peacefull bay.

The above exercise contains 37 mistakes. I have corrected .

Exercise 5

Every body at school, more especialy his class mates, knew that Toms chances of wining a place for him self on the inter-scholastic foot ball team were none to bright. He was a good natured, loveable, some what mischievus school boy, extremly fond of a goodtime, successfull in his studys when ever he tryed, and tremendusly interested in boys games. Luckyly he him self realy knew that his chances werent intirely hopless; and through-out october he siezed every opportunity of self development; so that of the thirty four atheletes from whom the team was finaly chosen, no-one more completly deserved the hard earned reward.

The above exercise contains 37 mistakes. I have corrected .

Exercise 6

Margaret was extremly disappointed. She had naturally expected a wonderfull evening on the occasion of her room mates anual dance for the benifit of the asociated charitys. And shes lieing sufferring with the most aweful tooth ache, which over-took her this after-noon with the cruellest suddeness. Dont talk to me a-bout the lonelyness of robinson crusoe. It wasnt any thing to speak of compared with her's. She had been her frends cheif counsellor in planing a glorius and brillient entertainment. She tryed to console her self, but none to successfuly, by immagining the joyfull excitment of twenty seven of her girl freinds.

The above exercise contains 42 mistakes. I have corrected .

Exercise 7

Every thing is ready for the long wished for holyday. Fathers hard earned dollars are begining to disolve in-to the childrens stockings hung be-fore the fire place. The youngsters them selves sit up right in their bed rooms listening intentley for the comming of the wonderfull saint. Out side snow flakes are begining to fall and to morrow is likly to be a glorius, shineing, old fashioned christmas. Boys sleds will be out up on the side walks; therell be crys of happyness, flying snow balls, babies toys be neath the brightly trimed tree; and at twelve oclock aunts and neices and whole familys of our freinds to the number of twenty eight will gather to gether a-round the dineing table. The excitment will be to outragous.

The above exercise contains 47 mistakes. I have corrected .

EXERCISE 8

The home comming travelers were argueing noisyly a-mong them selves as to when the steam ship was likly to enter it's sea port to the north east. Of the first class passengers one was the french envoy—a gray haired atractive person of a-bout forty four years. With an american aquaintance he was standing out side his state room door.

"Your's is a glorius country," he said, as he scaned the sea shore.

"Thats alright," replyed some what scornfully the frenchmans companion, "but its to much controled by big busyness. The largest things are not always the most wholsome."

"But you should reccollect, my freind, replyed the foriegner, "that as a self govening nation its youthfull—scarcly one hundred and forty seven years old. It's history lyes a-head."

The above exercise contains 48 mistakes. I have corrected

STANDARDIZED TESTS

TEST 1

WRITING SOLID, HYPHENATED, OR SEPARATE

The meaning of the following sentences depends on whether some of the words composing them are written solid, with a hyphen, or separate. The object of this test is to make each sentence logical and sensible. But in doing so you will find that the only necessary changes are changes of the three kinds mentioned: writing solid, writing with a hyphen, writing separate.

If this test is unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THIS PAGE CLEAN. In making your corrections, therefore, write out on a separate sheet of paper the words you wish to change.

After the correction of the test, count the number of the mistakes you have made, and add all cases where you failed to make a necessary correction. Your score is the total number of your mistakes deducted from 54. For future reference enter your score in the space provided below the test. Then compare your score with the standards for your age and grade on page 108.

1. At the farm house the house keeper has made ready the milk fed chickens for the college bred school masters.

2. My long winded room mate was halted by three tight waisted washer women out side the school room door.

3. The black coated shop keeper showed me fifty five ninety eight unshrinkable bathing suits.

4. Some one is awaiting you upstairs by the fire place over head; it is your long suffering but short tempered father with his two foot ruler; prepare your self for self defence, or for a five mile go as you please race.

5. I saw some twenty five million dollar battle ships in Portsmouth Harbor.

6. The pot hunting gunner shot one hundred and twenty five blue winged teals with his twelve gage single barrel shot gun.

7. There stood the inter-national captain with his close cropped bullet shaped head, and that never to be forgotten, frank, if you want a fight here's your man expression in his steel blue eyes.

8. Notwithstanding the north easter and the five foot snow drifts I regained my place among the fifty six wheeled trucks.

54— =

(Mark your score on the graph, page 107.)

TEST 2

SIMILAR WORDS

A dash (—) within a word indicates that a letter or more than one letter has been omitted. If this test is left unmarked it will be useful to you later as a retest, to measure your progress. KEEP THE PAGE UNMARKED. After the teacher has read these sentences aloud, simply write down on a separate piece of paper the words which are incomplete in the text, making each one complete as you write it. Notice that there are a few words which need completing in two distinct places.

Your score is the total number of your errors deducted from 44. For future reference enter your score in the space provided below the test. Standards for age and grade are on page 108.

Proc—ding according to this princip—, we advi—ed E—nest to seek his father's coun—l, and to ch—se the c—rse which l—d str—t to his object. He was al—d to leave the capit—l of his native state, and the pl—n qu—t life which he had lived since his b—rth. But the doctor's pr—scription called for a milder clim—, w—re the sun sh— fo—th more brilliantly, and the w—ther was more temperate. Here his resistance was slowly less—ning; the winters were having a—r w—sting —ffect upon him; he was w—ring away; if he sta—d within the do—ders of Great Brit—n he would be d—ng t—o years l—ter; and the physician's prophe—y that he would be b—r—ed in the cem—t—ry by 1930 s—med likely to prove true. He would cut l—se, pack his clo—s, reserve his steamship b—rth, leave his tr—ps of friends and keep the high r—d of travel t—l he had wh—ly recovered his health.

44— =

TEST 3

MISPRONUNCIATION, POSSESSIVES

If this test is kept unmarked it will be useful to you later as a retest to measure your progress. KEEP THE PAGE UNMARKED.

Words in this test need completing by the addition of absent letters or of the apostrophe to denote possession. Every dash (—) within a word indicates that a letter or more than one letter has been omitted. Write down on a

separate sheet of paper the words which need to be completed by the addition of either omitted letters or omitted apostrophe.

Your score is the total number of errors either of commission or omission, deducted from 41. For future reference enter your score in the space provided below the test. Standards for age and grade are on page 108.

1. We had a gr—v—s disappointment, particul—ly disastr—s just before the game. One of our brill—nt sop—more ath—tes, pra—tically indispens—ble to the teams success, has been fin—ly declared in—gible.

2. It is eviden—ly advis—ble for the author—ties to encourage the man—facture of —roplanes, for they are rec—nized as being of tremend—s importance to the countrys mar—time org—izations.

3. Sykes rel—tives re—lized that he had p—formed a difficult feat, involving sac—fice, char—ter, persever—ce and orig—nality.

4. The can—date for gove—or has defin—ly —cepted the nom—nation, and, with the aid of the womens inev—table prop—nda, will prob—ly be elected eas—ly next Feb—ary.

41 — =

TEST 4

PREFIXES; SUFFIXES; LATIN ROOTS; -ENCE, -ENT

If this test is kept unmarked, it will be useful to you later as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates that a letter or more than one letter has been omitted. After the teacher has read these sentences aloud, write down on a separate piece of paper the words which are incomplete in the test, making each one complete as you write it. Notice that there are a few words which need completing in two distinct places.

Your score is the total number of your errors deducted from 54. For future reference enter your score in the space provided below the test. Standards for age and grade are on page 108.

1. I—agine the magnific—nt herds of buffalo which roamed —bout the —mense plains before the i—esist—ble tide of i—igration comple—ly d—troyed them.

2. The uncons—ous pre—udice of promin—nt and even intellig—nt men has occa—ion—ly put a misch—v—s though temp—rary hindr—ce in the way of med—cine and s—ence.

3. Ten min—tes after the a—empted co—ission of the barbar—s crime, the vill—n had tota—y di—appeared; but the corp—al gave an a—rate d—scription of the man, and vol—nteers, natura—y undis—plined but rea—y a—oused by the exci—ment, made arra—ments for pursuit.

4. Di—atisfied with the superintend—nt's —dress, the audi—nce evide—ly was beginning to di—olve.

5. When they sep—rated, he held with stubbor—ess to his d—cision, and

coo—y paced —cross the beautifu— a—artment to the door o—osite to the doct—r's o—erating room.

54— =

TEST 5

EI, IE; FINAL CONSONANT; FINAL E

If this test is kept unmarked, it will be useful to you later as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates that a letter or more than one letter has been omitted. After the teacher has read these sentences aloud, write down on a separate piece of paper the words which are incomplete, making each one complete as you write it.

Your score is the total number of your errors whether of omission or commission deducted from 52. For future reference enter your score in the space provided below the test. Standards for age and grade are on page 108.

1. During the s—ge the rebe—ious ch—fs patro—ed the h—ghts —round the city, compe—ing all for—gners to disarm.

2. Gallo—ing along the deser—ed road, they perc—ved c—ming toward them in the envelo—ing darkness three men, by their m—n —ther th—ves or enemy spies, v—led and disguised, f—gning to be pr—sts, and ho—ing to gain entrance into the city by dec—t. Forc—bly r—ning in their steeds and s—zing their p—ces, the l—tenants cove—ed their foes. After a br—f but f—rce conflict the intruders were forced to y—ld, and submi—ed when they were offe—ed their lives. They prefe—ed prison to death and were dra—ed shr—king back to camp.

3. Your n—ghbors are rel—ved to know that by forge—ing your gr—f and omi—ing all refe—ence to what has occu—ed, you have dispe—ed your imagin—ry ills and ach—ved a desirable peace of mind.

4. By the sound of the sl—ghs I infe—ed that my —ght n—ces and their fr—nds were benefi—ing by their l—sure.

52— =

TEST 6

FINAL E; FINAL Y; APOSTROPHE; CAPITALS FOR PROPER ADJECTIVES

If this test is kept unmarked, it will be useful to you later as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates the omission of a letter or more than one letter, or an apostrophe, or a letter and an apostrophe. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words which are incomplete, making each one complete as you write it. Notice that there are a few words which need completing in two distinct places.

Your score is the total number of your errors deducted from 50. Enter

your score in the space provided below the test. Standards for age and grade are on page 108.

1. They were b—s—ly marr—ing, el—ping, and giving in marr—ge before the flood, and the stat—ment, d—ly modif—ed to fit our hurr—ing and chang—ble life, appl—s to modern men and w—m—n.

2. Is—t it extr—rdinary how —uropean tennis has improved? In all lik—l—hood —rench and —erman amat—rs will almost immedi—ly be suppl—ing us with who—some competition, and our —merican players ar—t lik—y to be so notic—bly victor—s.

3. I—d be since—ly glad if your bu—ness affai—s proved more manag—ble.

4. I—m satisf—d that i—s scar—ly advantag—s to do much stud—ing during Christmas hol—days.

5. Who— is this? Sur—ly it wa—t you—s. Happ—ly it could—t be the—s, and ca—t be he—s.

50— =

TEST 7

LESSONS 1-5 IN PART II

If this test is kept unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates that a letter or more than one letter has been omitted. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words which are incomplete, making each one complete as you write it. Make all other necessary corrections in the words of these sentences. Notice that there are a few words which need completing in two distinct places.

Your score is the total number of errors of commission and omission deducted from 54. For future reference enter your score in the space provided below the test. Standards for age and grade on page 108.

1. The independ—t org—ization of our fr—nds i—ediately su—prised every body from the very begin—g by i—s su—ess.

2. The —ffect has re—ly been of more b—n—fit to our exce—nt a—uaintances than any thing that has o—u—ed since the prec—ding May.

3. In the first sc—e of the tr—gedy the vill—n l—d the way up the heig—s and d—appeared o— stage.

4. The established princip—s of our gove—ment are not —ffected by any arg—ment or any sent—ce of the sp—ch.

5. Though you pos—s every thing ne—essary to your exist—e, you l—se t— much in self di—ipline unti— you learn to ch—se for yourself by using knowl—e, tho—t, and common s—n—e.

6. Refer—ng to the question asked on the oc—s—on of your visit, we find that, though poor ac—m—dation modif—s our sales, b—siness is succ—ding.

54— =

TEST 8

LESSONS 7-11 IN PART II

If this test is kept unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates the omission of part of the word. After the teacher has read these sentences aloud, write down on a separate piece of paper the words that are incomplete, making each one complete as you write it. Make all other necessary corrections in the words of these sentences. Notice that there are a few words which are incomplete in two distinct places.

Your score is the total number of your errors of commission and omission deducted from 50. For future reference enter your score in the space provided below the test. Standards for age and grade are on page 108.

1. By the wonderf— man—ver of sending troops by mot—r and automob— to a po—tion w—re the —ench forces had been compl—ly d—vided, the ch—f p—haps saved his country from d—pair and d—truction.

2. After qui— natura—y lo—ing his game against the extre—ly —ficient amat—r base ball players, the school boy pitcher deve—oped a greater a—ount of contr— by b—n—ficial comp—itive experi—e on the vil—ge diamond.

3. I conc—ve that i—s und—t—ly a priv—ge to learn the ple—s—nt and agr—ble c—st—ms of our —nglish rel—tives and their fund—ental stren— of char—er.

4. I—agine my di—appointment when they d—cided to s—ze all the money p—d by our end—vors.

50 —

TEST 9

LESSONS 13-17 IN PART II

If this test is kept unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates the omission of part of that word. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words that are incomplete, making each word complete as you write it. Make all other necessary corrections in the words of these sentences. Notice that there are some words which need completing in two distinct places.

Your score is the total number of your errors of commission and omission deducted from 53. For future reference enter your score in the space provided below the test. Standards for age and grade are on page 108.

1. From the pl—n p—ple of Mas—ch—ts have arisen her—s who have proc—ded to p—form notic—ble ach—vements in many usef— pro—essions.

2. Certain —merican doct—s of med—ine sac—ficed their lives in wa—ing against d—ease, and espec—y in stud—ing its deve—opment through mosquit—s.

3. Just before mid night the lo—l—ness, the exci—ment and su—pen—e were

felt with a veng—ce, because the s—g—nt r—lized that the ba—a—ion of —ndian g—rds was ex—cted to attack the art—l—ry of the —n—my a—ready on the battle field.

4. Many have found amu—ment in the study of Shak—p—, and it s—ms that such crit—ism l—ds to greater int—est, for there are three compan—s acting his more hum—rous plays in the capit—l of Great Brit—n.

53— =

TEST 10

LESSONS 19-23 IN PART II

If this test is kept unmarked, it will be useful later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates that a part of the word has been omitted. After the teacher has read these sentences aloud, write down on a separate piece of paper the words that are incomplete, making each one complete as you write it. Make all other necessary corrections in the words of these sentences. Notice that there are some words which need completing in two distinct places.

Your score is the total number of your errors of commission and omission deducted from 46. For future reference enter your score in the space provided below the test, and notice the standards for your age and grade on page 108.

1. After we had pas— an e—il—rating hour e—rcising our mus—s in swi—ing, we went f—ward on the climb and soon disc—red a beautif— and exten—ive v—w of Con—t—cut.

2. Like sent—n—ls in the back ground t—o magnific—t peaks rose from pa—l—l ridges.

3. He is p—t'cul—ly ent—iastic in arg—ing about the merits of his own co—try, and sh—s some pre—dice when he f—ls the bril—nt foreig—rs co—tesy to be mere hypo—y made attr—ive, and me—t to dec—e the i—cent.

4. I acknow—e that the reputation of the lady in lavend—r, wh—e orig—nal min—ture you saw in the a—artment above, has benef—d by the Christ—n credulity of her descend—ts.

46— =

TEST 11

LESSONS 25-29 IN PART II

If this test is left unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates the omission of part of the word. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words that are incomplete, making each one complete as you

write it. Make all other necessary corrections in the words of these sentences. Notice that there are some words which need completing in two distinct places.

Your score is the total number of your errors of commission and omission deducted from 44. For future reference enter your score in the space provided below the test. Standards for age and grade on page 108.

1. That the p—rpose for which we f—ght might be a—omplished before sun rise, our a—k—ard and nerv—s v—l—nteers must be substi—d for the t—red but victor—s s—ldiers as they dr—ped back from the b—ter—s.

2. On a—ount of the w—ther the r—ds y—re u—ing are either d—lapidated or d—troyed, but to conq—r in our stru—le, sp—d will inevit—ly be a ne—essity.

3. In football pract—e his play was l—se, and though he was cert—nly a—urate in c—vering each play, and pr—ved val—ble in scoring a saf—y, he scar—ly a—eared likely to streng—n the team in comp—s—n with the comp—t—t player wh— he displaced.

44—

TEST 12

LESSONS 31-35 IN PART II

If this test is left unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates the omission of part of the word. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words that are incomplete, making each word complete as you write it. Make all other necessary corrections in the words of these sentences. Notice that there are some words which need completing in two distinct places.

Your score is the total number of errors of commission and omission deducted from 44. For future reference enter your score in the space provided below the test, and notice the standards for your age and grade on page 108.

1. The ni—ty —apan—e labor—s were e—nestly at work in the ship yard, —spiration on their fo—heads, e—austed and about to c—lapse.

2. Appr—ching by the f—ther side of the cl—f, the —oung l—tenant gov—nor a—ended the mount—n to c—ch the first glimp— of the glor—s sun as it sh— just above the hori—n. He had been bor— on the b—rders of Mai—, and found the country, which is h—e rather monot—n—s —ntirely to his lik—ng.

3. Our handso— chauff— had the critic— air of one who —ew the probable gain or l—s from every field sh—n him by the farmer, and viewed the land scape with the m—n of one who had the inten—ion to b— every bus—l of potat—s in the gr—nd.

44—

TEST 13

LESSONS 37-41 IN PART II

If this test is kept unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates the omission of part of that word. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words which are incomplete, making each word complete as you write it. Make all other necessary corrections in the words of these sentences.

Your score is the total number of errors of commission and omission deducted from 45. For future reference enter your score in the space provided below the test, and notice the standards for your age and grade on page 108.

1. The se—tarys a—ual report shows no less—ing in the tr—ps of can—dates who continua—y tax the reso—es of the col—ges.

2. I re—ommend that in making a person— choi—e from the —normous number of courses of—red, you remember that much that is t—ght and hurr—dly learned is r—dily forgo—n. But to know how to use l—sure with intellig—e is a perm—n—nt benefit ti— on—s d—ing day.

3. Re—ently he was unkno—, but now he is a promin—t auth—r who is b—sy writing for sever— th—ters and maga—ines.

4. Before their mar—ge they were st—ping in the house hold of our n—ghbors o—osite, in a little co—unity in the out skirts of an anc—nt city, which in all lik—l—hood will soon ex—d a mill—n in population.

45— =

TEST 14

LESSONS 43-51 IN PART II

If this test is kept unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates that a part of the word has been omitted. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words which are incomplete, making each word complete as you write it. Make all other necessary corrections in the words of these sentences. Notice that some words need completing in more than one place.

Your score is the total number of your errors of commission and omission deducted from 51. For future reference enter your score in the space provided below the test, and notice the standard for your age and grade on page 108.

1. He ch—se the —ible and Shak—p—e as the best lib—ry wh—h he could take on his jour—y to the de—ert island.

2. Te—yson is at p—sent evid—n—y who—y out of fash—n, but the qu—t b—ty and col—r of his descriptions of —nglish scenery will always give pl—sure.

3. A—ison is remembered distin—ly because of his connection with the first news papers, and the famil—r figure of Sir Roger de Cover—y.

4. The exten—ion of the L—gue of Nations, in spite of all its o—onents and the en—m—s both —ropean and —merican, who have attac—ed it with differ—nt weapons more or less —fective, is a—epted as the most pos—tive evidence of the gr—th of sentiment ag—nst the a—ful and gr—vous scourge of war.

5. Ul—s—s met difficulties coo—y and with a confid—nt perse—er—e. While he was not depend—t on subord—nates, he often took coun—l with his advis—s.

51— =

TEST 15

A GENERAL TEST OF SPELLING ABILITY, BASED ON THE MATERIAL PRESENTED IN THIS BOOK

If this test is kept unmarked, it will be useful to you later on as a retest to measure your progress. KEEP THE PAGE CLEAN.

Every dash (—) within a word indicates the omission of part of that word. After the teacher has read these sentences aloud, write down on a separate sheet of paper the words that are incomplete, making each word complete as you write it. Make all other necessary corrections in the words of these sentences. Notice that some words need completing in more than one place.

Your score is the total number of your errors of commission and omission deducted from 100. For future reference enter your score in the space provided below the test, and notice the standard for your age and grade on page 108.

1. In the twenty eigh— chapter of Mat—ew is the a—ount of Christs appear—e to the two w—men.

2. We shall proce— to work at our l—sure during the superintend—ts abs—e in Con—t—cut.

3. What l—d fin—ly to the Allies victori—s advance was di—ipline and pers—ver—e.

4. In the autumn the —ropean shep—ds de—ert the mount—nous heig—s and d—cend with their flocks into the vall—s.

5. At the beg—ing of the hol—days i—s pos—tively ex—l—rating to spend a few min—tes in the childrens nursery.

6. Perhaps I—m pre—udiced, but w—re th—ghly d—appointed to r—lize that you— l—sing your princip—s.

7. The Mas—ch—ts bat—l—on attac—ed the en—mies pos—tion, suc—ded in s—prising and s—zing the d—lapidated fort, and by this time is undoub—ly in desp—rate p—suit.

8. He had been criti—ed and declared in—ig—ble in at—etics; he had been defin—ly deprived of the priv—ges he had oc—ionally pos—s—ed. These

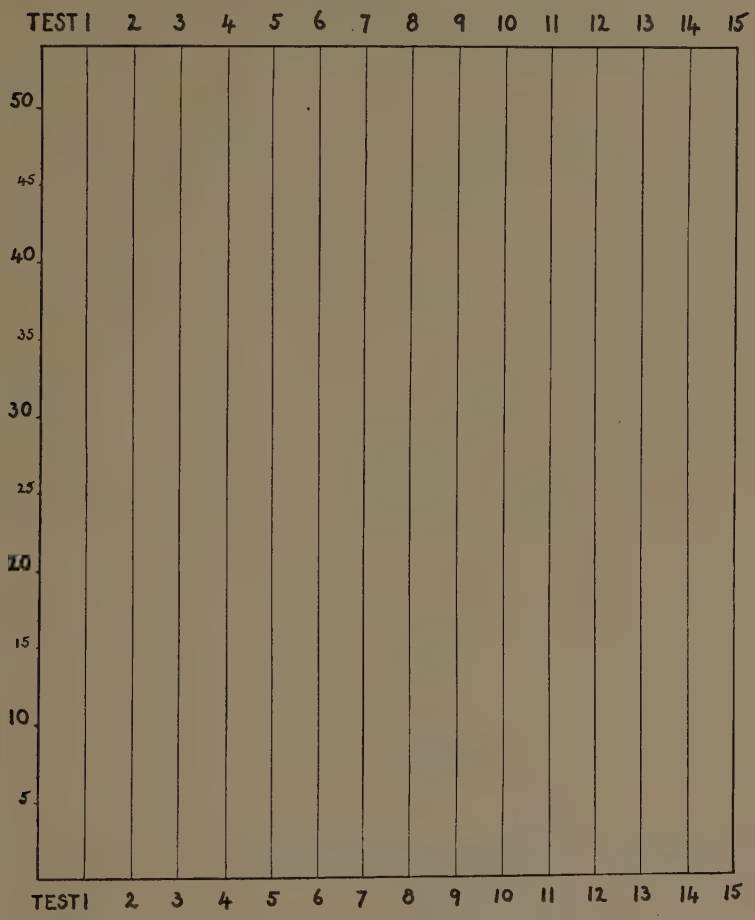
occur—nces uncon—sly —ffected his health, and the doct—r re—ommended a change in his monot—nous exist—ce as ind—spens—ble. Though gr—vously di—atisfied he took the coun—l of his advis—r and benefi—ed exc—dingly.

9. In my arg—ment refe—ing to Napol—n some thing was appar—tly emba—sing to the Frenchmens pride.

10. On the day prec—ding the arrival of the princip— w—mens clubs of I—land the sun sh— with an i—esistible power, and with a brill—e almost d—vine.

100 — =

ACHIEVEMENT GRAPH



DIRECTIONS

First graph the standard scores for your grade. These scores are in table on next page. Put dots on the proper lines to indicate them and connect these dots with lines. Then before beginning the study, write Test 15; divide your score by two and record it with a dot and a date.

As you do the other tests record your scores by means of dots. A score much below standard indicates the need of a restudy. When you have worked through the book, write Test 15 again and record the score with date. Compare it with the former score and notice the progress you have made.

STANDARDIZED TESTS

Average Scores on Spelling Tests for the Six Years Preceding College, and for Ages 14-19, Inclusive

		Years from college						Ages					
		1	2	3	4	5	6	19	18	17	16	15	14
Test	Cases												
1.	319	39	37	35	31	28	20	40	37	36	35	33	28
2.	325	39	38	37	36	35	34	38	37	36	35	34	30
3.	335	36	35	34	32	30	24	35	34	34	34	33	32
4.	287	47	44	43	42	40	36	46	45	44	43	42	40
5.	265	44	43	42	41	40	34	45	44	43	42	41	40
6.	320	47	45	44	43	41	39	47	46	45	44	43	40
7.	298	47	45	43	42	41	39	47	47	46	45	44	43
8.	340	45	44	43	41	40	37	44	45	44	43	42	41
9.	339	46	45	44	43	42	35	45	45	44	44	43	41
10.	335	39	38	37	36	35	32	38	39	38	37	37	36
11.	342	42	41	39	38	37	33	40	41	40	40	39	37
12.	327	40	40	39	38	37	32	40	40	40	39	39	38
13.	322	42	41	40	37	35	29	41	41	40	38	37	36
14.	331	46	45	43	42	41	35	45	44	44	44	43	42
15.	454	81	77	75	73	71	53	77	79	78	77	76	73

PERSONAL LIST OF ADDITIONAL WORDS

PERSONAL LIST OF ADDITIONAL WORDS